



A SURVEY OF CITIZEN ATTITUDES  
ABOUT PUBLIC SCHOOL EDUCATION  
IN SOUTH CAROLINA

prepared for

THE DEPARTMENT OF EDUCATION

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## Introduction

This report is based on a survey conducted on behalf of the South Carolina Department of Education and is intended to broaden the Department's understanding of public attitudes toward the South Carolina public education system. In this report, we will explore respondents' evaluations of the strengths and weaknesses of South Carolina public education. Particular attention will be paid to the educational priorities of South Carolinians and to their suggestions for improvements in various areas of education. To provide a clear understanding of the base on which residents form these attitudes, we will also examine respondents' levels of information about the school system. Finally, we will outline respondents' general perceptions about the direction of the South Carolina educational system.

Information for this study was gathered by trained members of the Hart field staff who conducted in-person, in-depth interviews in the homes of 664 adult South Carolinians between the dates of August 15 and August 23, 1975. To ensure that the respondents selected would have no professional connection with the public school system, all respondents were required to pass a screen to establish that they are not employed by the public schools. A full description of the sample design and the procedures used by our staff may be found in the appendix to this report.

This report is divided into three parts. The first part, subdivided into four sections, presents an analysis and the highlights of the data. The second part is made up of the statistical tables on which the analysis is based; the third part is the appendix referred to above. Our subjective interpretive comments are separated from the main body of the text as single-spaced paragraphs headed "Interpretation."

Glossary. Throughout this report, we will refer to various subgroups of the total statewide electorate. Let us define these groups in terms of the relevant variables drawn from the questionnaire:

Student/  
No Student

Question 2a. asked all respondents if there were any children in their households who would be attending school in South Carolina this fall. Of those questioned, 40 percent had a public school student in the household, and 53 percent had no student in the household. The remaining 7 percent had a child enrolled in private, parochial, or special school.

White/  
Black

White respondents constitute 69 percent of the sample; 31 percent of the sample is black.

Sex/Age

These demographic variables are included in the factual section of the questionnaire and are self-explanatory. Of all respondents, 49 percent are male and 51 percent female. Twenty-one percent are between the ages of 18 and 24; 20 percent are between 25 and 34; 27 percent between 35 and 49; 21 percent between 50 and 64; and 11 percent are 65 or older.

Child grade school  
Child middle school  
Child high school

All those respondents who have at least one child in a public kindergarten or grade school (28 percent) fall in the category "child grade school"; respondents with at least one child in a public middle school (18 percent) fall in the category "child middle school"; respondents with at least one child in high school (17 percent) fall in the category "child high school." The remaining respondents have children in private or parochial school or in some other educational situation or are not sure of the grade level of the children in the household.



Geographic Areas

The state was divided into four geographic areas: Piedmont (28 percent), Midlands (32 percent), PeeDee (15 percent), Low-Country (25 percent). See map, page A5.

Type of Community

These divisions were assigned in Washington on the basis of the interviewing locations selected during the sampling process. They conform to the definitions employed by the Bureau of the Census. Urban respondents make up 32 percent of the total sample; suburban respondents 14 percent; small town/rural/farm 53 percent. Figures for the other 3 percent of the sample were not available.

Education of Respondent

In the factual section of the questionnaire, respondents were asked to designate the last grade of school they had completed. We grouped respondents in four categories on that basis: 8th grade or less (21 percent), some high school (23 percent), high school graduate (33 percent), and college (23 percent). The last category includes those with some college, 2-year college graduates, 4-year college graduates, and those who have done postgraduate study. In certain instances, the other respondents are categorized as "non-college."

S.C. schools

This category is composed of all respondents who attended public school in South Carolina (83 percent of the total sample).

Under 10 years

This category includes all respondents who have been residents of South Carolina for less than 10 years (12 percent).

Active Parent

Respondents who have participated in at least six of the ten activities listed in question 3a. (31 percent of the total sample).

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SECTION I

AN OVERVIEW OF  
PUBLIC SCHOOL ENROLLMENT  
AND PARENTAL INVOLVEMENT



## Public School Enrollment

Most citizens in South Carolina have received two separate exposures to the educational process--first as a student, then as a parent. Overall, better than 83 percent of the adult residents have attended public school in the state; among those who have lived in South Carolina for at least 10 years, fully 90 percent went to school there. Furthermore, 64 percent of the residents have had or currently have a child in public school; 40 percent of the households have a child in public school currently. The fact that so many of the people in South Carolina have had this double exposure to the system means that their evaluations are based on first-hand experience rather than merely on general impressions or hearsay.

T1

T2

In analyzing the data throughout this report, we have systematically divided the population into two groups: those who have a child currently in the public school system (40 percent), and those who have no child in school at all (53 percent). The remaining 7 percent have a child in a private, parochial, or special school. In most instances, the attitudes of residents who have children in public school differ from the attitudes of others, and in determining priorities for the school system in the next decade it will be important to note these differences.

T3

Before analyzing the attitudes and priorities of these two separate groups, it is important to understand that they are fundamentally different in composition. Age is the primary difference: sixty-six percent of those with a child in public school are between the ages of 25 and 50, and only 15 percent are over the age of 50; but among households without a child in school 48 percent of the respondents are over 50,

and 28 percent are between the ages of 25 and 50. Race is also a fundamental difference, for some 40 percent of the households with children in public school are black, while only 25 percent of the non-school households are black. Adults in non-school households are more likely to consider themselves conservative than are those in households with a child in school (43 to 32 percent). Moreover, the non-school households have a higher percentage of college-educated adult members (28 to 18 percent), although it is primarily the younger members of this group who have attended college. The only other significant difference between these two groups is in terms of type of community: residents of small towns and rural areas are more likely than urban residents to have children in public schools. Income, religious preference, and area of the state seem to be less important.

#### Interpretation

Throughout this report we will be concentrating on the households which have children in public school. It is important that the reader keep in mind that this group is, not a microcosm of the population as a whole, but a group with its own set of dimensions. This group is more black, younger, less conservative, more blue collar, and slightly less urban than the group which does not have children in public school.

Although the drop-out rate in South Carolina is higher than in the nation as a whole, it appears to be on the decline. Overall, 13 percent of the respondents said they have a child who has dropped out of public school. While some are still dropping out, many more are coming into the system. Better than one family in every five expects to have a child entering public school within the next five years. For close to 60 percent of these families, it will be a second child entering the system; for the

T4

T5



remaining group, it will be their first experience. As is the case with the present enrollment, close to 40 percent of the new students will be black. The Low Country appears likely to experience the greatest increase.

Fully 95 percent of the families with school-age children have the children in public schools. Only 6 percent have children attending private or parochial school, although in the Low Country 10 percent have children in non-public schools. T6

Let us look more closely at the families which do have children in the South Carolina public school system. Fully 60 percent of the households with public school children have at least two of them attending school presently. Among all black households, 58 percent have a child in public school; the corresponding proportion in white households is 42 percent. In terms of the level of school, we see that 44 percent of the households have their eldest child in high school, while 32 percent have their eldest in grade school or kindergarten. Although nearly 40 percent do not have a second child in school, 32 percent have one in kindergarten or grade school; only 10 percent have a second child in high school. T7 T8

#### Parental Involvement

A child's attending school is one thing; a parent's being involved in the educational process is another. Using a list of ten items, we asked parents to tell us which of the specified activities were done in their household. We found that most parents were involved. Some 15 percent of the parents said that at least nine of the ten items represented T9

activities performed in that household, while another 16 percent claimed participation in eight of the activities and 14 percent selected seven. Combining these figures shows that 45 percent of the parents are quite involved in the educational process. On the other hand, 31 percent of the parents were fairly passive, claiming participation in fewer than five of the specified activities.

Almost every household reviews the child's report card (92 percent); most discuss school assignments (86 percent), and close to 75 percent review the textbooks and meet with the teacher. In each of these four areas, the parents seem to take an active interest. To most parents, these activities are the heart of their participation in the educational process.

When it comes to activities outside the classroom, participation drops off sharply to only slightly more than fifty percent. In school-sponsored meetings, such as open houses and parents' night, 56 percent said they were involved; 57 percent attend events like plays and athletic contests, 53 percent go to PTA meetings, and 52 percent say that they have met with the principal.

In the final two areas, participation is light--only 31 percent have served as a volunteer, and only 14 percent have attended a school board meeting.

#### Interpretation

In reading these figures, it should be remembered that there probably are some people who claim to have done more things than they really have done, and therefore the actual percentages may be slightly high. Nevertheless, the relative levels of participation suggest that parent involvement is limited to academic matters and things which can be done at home. Few families seem to participate in activities which



require ongoing involvement. In general, involvement is greatest in the suburban areas and the Low Country.

Looking at this list in terms of racial composition and level of school the child is in, we find some interesting differences. White parents, for example, are more likely to discuss assignments, meet with teachers, attend school-sponsored meetings and events, attend PTA meetings, and serve as volunteers. Blacks are more likely to review textbooks and meet with the principal. T10

Also, parents with grade school children seem to be more concerned with meeting the teacher, while parents with high school students attend more school-sponsored events.

For each activity in which the respondent said that someone in the household had participated, we asked if it was the father, the mother, both, or some other family member who had done so. In analyzing these responses, we made the assumption that the respondent answering was the father or the mother. We realize that in some cases it may have been a grandparent or some other member of the family, but we felt it was important for analytical reasons to take these few cases and combine them with the rest of the data. The results reveal that it is mainly mothers who participate in school activities.

There are four activities, however, in which both mothers and fathers participate--reviewing the report card, discussing assignments, reviewing assignments, and attending school-sponsored events. In these activities, at least half of all families involved said that both parents took part. But even in families in which the father is not involved, the mother does participate in these four activities. T11

In two other activities--attending school-sponsored meetings and PTA meetings--although in a plurality of cases both members participated, involvement on the part of the mother was almost as frequent as in the four activities cited above. Finally, for meeting with teachers or principal, and for serving as a volunteer, the great preponderance of participants are mothers, not fathers.

### Interpretation

Although this probably is not new information, it is important to realize that involvement in school activities is much more frequent among mothers than among fathers. In terms of communication and support, then, the Department of Education should look to the female parent as the decision maker here. The active parent is, in most cases, the mother.

Awareness of Education Funding Sources. Although most parents may have a pretty good feeling for what the educational system is doing for their children, they appear to have little understanding of the overall funding or planning process. When the citizens were asked about the amount of funding for education coming from local, state, and federal sources, better than half of all residents had no idea about how much money came from what source. Even among those who did make a guess as to what percentage came from each source, the tendency was to underestimate the amount.

T12

Regarding local sources, 59 percent had no opinion as to what percentage of funding they provide; 27 percent believed the proportion to be less than 30 percent, while only 14 percent believed it to be more than 30 percent of the total. Fifty-six percent of the respondents expressed no opinion about the state's share in education funding; 37



percent thought it was less than half, and only 7 percent thought it would be more than 50 percent of the total. There was a tendency to overestimate the proportion of education funds provided by the federal government: 10 percent thought it was less than 20 percent, but 31 percent thought it was more than 20 percent; 59 percent expressed no opinion on what percentage of the education funds comes from federal sources.

### Interpretation

While parents seem to have a pretty good idea of what kind of education their children are receiving, they seem to have little understanding about the financing of that education. This is a time when people are extremely critical about expenditures of state money, but it would appear from these responses that the state is not getting enough credit for its share of financing education. This is clearly a problem of communication: the state is doing a lot but is not getting much credit for its contribution.

After asking this question, we told respondents that the state of South Carolina currently provides 55 percent of the funds for education, and we asked respondents if they felt this was too much, about right, or too little for the state to pay. A majority (57 percent) responded that the level is about right; attitudes were much the same in all subgroups. At the same time, 19 percent responded that this proportion is too little for the state to pay. It is interesting to note that this response was offered by equal proportions of those with and without children in the public schools. Residents under the age of 35 are especially likely to feel that too little money is being spent by the state.

T13

Sources of Information. When it comes to finding out what is going on with the school system, the citizens rely first on word of mouth (46 percent), second on newspapers (40 percent), third on television (31 percent). There are regional variations, however: in the Low Country word of mouth is the primary source of information; in the Pee Dee all three sources are equally used, and in Piedmont and the Midlands more people use the newspaper than in the other regions. Television is in third place in every region, but reliance on it is greatest in the Piedmont.

T14

Next we asked people to say which of these information sources they consider the most reliable. Here, word of mouth is in third place with 22 percent. One-quarter, 25 percent, feel that television is the most reliable, and 32 percent consider newspapers the most reliable source of information about the schools. Newspapers are strongest in the Midlands, while television fares best in the Low Country.

T15

### Interpretation

These results run exactly counter to what we have found with regard to political news. There, television is most used and is considered most reliable.

In this survey we also found that 86 percent of our respondents regularly watch the local news on television and that 78 percent read the daily paper. For a communication plan, both sources are vital; but newspapers seem to have a slight edge in terms of credibility.

We concluded this section by asking all citizens if they know enough about what is happening in the school system or if they want to know more. Opinion here was divided--47 percent of these South Carolina residents are satisfied, but 45 percent want to know more. Among the

T16



households with school children, there is a definite desire to know more--55 to 40 percent. More information is wanted especially by blacks, people with children in grade school, residents of the Low Country, and active parents.

When asked what they want to know, respondents replied in terms of general knowledge (24 percent), distribution of funds (19 percent), curriculum (14 percent), teacher evaluation (13 percent), and discipline (10 percent). Whites care most about distribution of funds, communication from the administration, and teacher evaluations. Parents of high school children tend to care greatly about funds, while those with grade school children are particularly concerned with progress reports from teachers.

T17

#### Interpretation

Putting the information of this section into perspective, it would appear that the parents are fairly involved with what is going on but that this involvement tends to focus primarily on the educational aspects. If there is a member of the family who takes charge of what is happening it is the mother. Despite their involvement, though, parents do not seem to have a great deal of knowledge about the funding process, and many of them clearly want to know more about it. Although the state's level of funding seems to be generally acceptable, there are many who would like more state aid.

All in all, the wish for more knowledge about the education system seems to be focused on the local area; still, there is a real need to improve the communication process up and down the line.

SECTION II

PERCEPTIONS OF THE ROLE OF EDUCATION

### Perceived Advantages of Formal Education

In order to get a sense of what parents expect from a child's education, we asked our respondents what they felt would be the differences between two children--one who went to public school for twelve years and one who just learned from living. On the whole, South Carolinians saw about ten times as many advantages to structured as to unstructured education. Interestingly enough, the major perceived advantages were social rather T18 than intellectual--"social adjustment" (39 percent), "get along better" (21 percent), and "better manners" (7 percent).

Many people also saw advantages in terms of intellectual development and knowledge. Some 28 percent said "more knowledge generally," 15 percent mentioned "better formal education," and 11 percent talked about being "taught by qualified teachers." Another 21 percent, speaking in practical terms, mentioned that a formal education would help provide better job opportunities.

Of the handful of people who opted for the unstructured education, 5 percent mentioned being more independent, 3 percent talked about being well rounded, and others said that one could learn anywhere.

Blacks tended to feel that the advantages of formal schooling are educational, while whites felt that the advantages are mainly social.

### Interpretation

This question was experimental, but the results seem to indicate a mound of information about perceptions of the role of education. Given the period of history that our country is going through, it appears that the upward mobility and striving for higher education which was so important in the fifties and sixties has given way in the seventies to a somewhat different set of goals. Parents continue to care about education, but their concern is less with knowledge than with



social development. They want their children to be able to get along with other people. The transformation within our society over the past twenty years obviously has had an effect in terms of what people expect of the educational system.

At the same time, it should be noted that within the black community--where upward mobility is harder come by--the intellectual side of education remains of paramount concern.

Moving from the abstract to the particular, we asked these citizens what were the chief reasons they wanted their children to get an education. T19

Both parents of public school students and people without students in their families gave the same kinds of reasons. For most, there are three considerations--the practical (job), the social (ability to get along), and the educational (reading and writing); the practical side was mentioned most often. Indeed, 33 percent said that a good education would allow one to hold a good job, while others (17 percent) talked about a successful life resulting from an education, and a few mentioned that a good education would help provide a higher standard of living.

The social aspect of education also comes out here: 29 percent want their children to be educated in order to be self-supporting or independent; 19 percent want a child to generally "get along better," to be prepared for adulthood (12 percent) and able to deal with others (13 percent).

When asked what role their elementary and high school education had played in their life and where they are today, the vast majority (67 percent) of citizens said that it was very important. Among whites, those over 35, T20 and those who have at least a high school education, close to 75 percent feel their education was very important. But among blacks, younger people, and those who have less than a high school degree, not even 60 percent feel their education was very important. In short, those who have done better tend to credit their education, while those who have done less well do not.



While there are differences of opinion among respondents on the importance of education in their lives, there is great similarity of feeling about the importance of their children's education; overall, fully 91 percent said that it would be very important, and in no group did less than 87 percent give this response. In fact, even among those who said that their education was not very important, about 75 percent feel education will be important for their children. T21 T22

### Interpretation

Education has become the sacred cow to Americans, and South Carolinians are no exception. Even among the older residents, many feel that their education was very important to the type of life they have. Not only has it been important in the past; everyone feels education is of critical importance for the future.

Since virtually everyone agrees that education is very important, the question becomes, What type of education do they want for their children? Responses to our initial open-ended question suggested that social and vocational considerations were foremost; the ensuing data suggests some different priorities.

### Functions of Education

We offered respondents a list of four kinds of schools, described in terms of different functional emphases--intellectual, social, personal, and practical<sup>1</sup>--and asked them to say which of the four would best describe the local schools. Responses were somewhat mixed. Nearly one-quarter, 23 percent, could not make a choice; but 41 percent selected the intellectual description as most appropriate, and the combined total for the other three descriptions was only 36 percent--11 percent social, 10 percent personal, and 15 percent practical. T23

<sup>1</sup>See Table 23 for full descriptions.

Not surprisingly, these selections vary in terms of what level of school the respondent's children are attending--parents with children in grade school are greatly concerned with the intellectual aspect, while the parents of high school children are less concerned about that. Racial differences are minimal, as are those between student and non-student households.

Going a step farther using these same four types of schools, we asked respondents which school they would most like their child to attend. Here the disparity was even wider--57 percent selected the intellectual school, T24 while a total of 34 percent selected the other three types of schools (7 percent social, 9 percent personal, and 18 percent practical). Among all demographic subgroups, the intellectual type of school won out. Yet there are interesting variations: the intellectual school is desired somewhat less by blacks, younger residents, those with children in middle and high school, and those in the Pee Dee area.

The social and personal types of school were most important to younger residents, those with a child in high school, and those who have lived in South Carolina for less than ten years. The practical type of school was most important to respondents under the age of 25.

Comparing the type of school parents want their child to attend with T25 the type of school they think the child is attending, we see that in most cases, people are not satisfied. Of those who want the intellectual type of school, only 50 percent think their children are attending that type of school. The correlation for all other types is 30 percent or less.



### Interpretation

On the surface, these results appear to be directly in conflict with what people are looking for from the school system. However, reading more closely, it would appear that--while the intellectual aspect is a necessary goal--what parents expect their children to get out of school is more social and practical. Parents do not want schools devoted solely to social development, but they do expect that the schools will provide such opportunities.

One other point worthy of note is that, although these citizens know what type of school they want their children to attend, they are not wholly satisfied with the type of education the children are receiving. Overall, less than half of the respondents feel their children are attending the type of school they would like to see them attend.

### Educational Goals

Going farther, we asked these residents about what they consider to be a more important goal--the educational process of learning subject matter or the behavioral process of learning respect for rules. A plurality of 44 percent believe both processes to be of equal importance; 32 percent choose the educational process and 22 percent the behavioral process. This is the first time we have presented results relating to the behavioral aspect of education; but, as we will see time and time again, people are quite concerned about it. Indeed, the behavioral aspect is considered almost as important as the educational aspect of school. The citizens of South Carolina are concerned about the disorder in the school system and they want students to learn respect for rules. When we look at the attitudes of various subgroups in our sample, we find that this concern is particularly strong among people aged 50 and older, residents of small towns, and people who have some high school education. T26

When asked to say on which aspect the local schools do a better job, a near-majority of respondents (46 percent) pointed to the educational

process. Less than one-tenth, 9 percent, chose the behavioral process as the one in which local schools are better. Another 24 percent said the schools are equally good on both aspects, but 8 percent volunteered that they are good with neither. The differences among subsets within the population are minimal. T27

Comparing the results of these two questions, we find significant discrepancies. For instance, among those who believe that the behavioral process is more important than the educational process, only 18 percent consider their local schools to be better in terms of behavior. Among those who feel that the educational and behavioral processes are equally important, 38 percent think that both are handled well in the local schools. T28

The strongest correlation is found among those who consider the educational aspect of school to be more important than the behavioral aspect; of these, fully 60 percent feel that the local schools are more successful in terms of education.

### Interpretation

Although we will see in the third section some definite areas in which respondents feel the educational process can be improved, it is clear that the crisis brewing in the educational system relates to behavior. Almost daily the newspapers carry numerous stories related to juvenile crime, and many of the residents of South Carolina believe that the schools must help to combat this problem by teaching the children to respect laws and the rights of other individuals. This appears to be the central challenge the state educational system faces for the seventies.

With this type of general understanding of what the citizens of South Carolina are looking for from the educational system, we turn now to their attitudes regarding particular educational goals. To measure these attitudes, we presented a list of 22 items and asked every respondent to say how much



emphasis each item should receive in the schools--major emphasis, some emphasis, or minor emphasis. To make results on all items parallel, in calculating the percentages for each item we have excluded those people who expressed no opinion; but these "not sure" percentages are shown in the table, in parentheses. For analytical purposes, we will consider for each goal only the percentage of respondents who said that goal deserves major emphasis. We have grouped these 22 items in four basic areas: general educational goals, specialized educational goals, social and individual growth goals, and behavioral goals. Let us discuss these goals individually.

#### General Educational Goals

	<u>Major Emphasis</u> %	<u>Handled Best</u> %	<u>Needs Improvement</u> %
Able to read and understand written material	92	14	12
Understands mathematics for everyday problems	85	27	10
Communicates effectively	76	3	9
Develops interest in and enjoys reading	73	6	6
Learns how to deal with a changing world	68	7	9
Expresses self adequately in writing	66	3	7
AVERAGE	77	10	9

On these six general educational goals, the average "major emphasis" percentage is 77. Of all 22 items, "is able to read and understand written materials" and "understands mathematics" are the top two items. But it is clear that

all of these goals are perceived as deserving of major emphasis and are seen as the basis for the whole educational process; none of these items is considered a major goal by less than 66 percent of the population. These general educational goals appear to be particularly important to residents of the Low Country. Also, general educational goals are quite important to parents with children in middle schools--especially "expresses self adequately in writing" and "learns to deal with a changing world."

Next we asked each respondent to pick the two or three areas in which he or she felt the school system is doing the best job, and the two or three areas in which the school system needs most improvement. Cumulatively, 60 percent picked one of these six general education goals as an area handled well by the schools, and almost half that score represents the selection of "understanding mathematics." But 54 percent chose one of these six goals as most in need of improvement. Thus, the average positive score is 10, and the average negative score is 9.

From the citizens' point of view, the schools' teaching of mathematics is strong; this perception is particularly common among those in the 25-to-34 age category, suburban residents, and parents with a child in grade school. Those who see most need for improvement in the teaching of mathematics are residents of urban areas and people aged 35 to 49; in all cases, however, the proponents outnumber the detractors.

In terms of reading and writing skills the results are mixed. In both cases, there are as many people who feel the schools need improvement as there are people who feel the schools do well. Support for the schools' performance in terms of these goals is strongest among residents of suburban areas and parents of grade-school children; parents with children



in high school and those in the 25-to-34 age category are most likely to believe that the schools need to improve their teaching of reading and writing skills.

When it comes to communicating effectively, a goal that 76 percent feel deserves major emphasis, many more find fault than offer praise: 9 percent say the schools need to improve, while 3 percent think the schools do a good job. Suburbanites feel strongly on both sides here, but college graduates are particularly critical.

For the schools' performance in helping students learn to deal with a changing world, 7 percent of the respondents give approval; but 9 percent feel there is a need for improvement on this dimension. Once again, suburban residents are critical. Those who have children in high school are most laudatory.

### Interpretation

In days gone by, a school system that taught the "three Rs" fulfilled its purpose; today this is no longer the case, for things which once were learned outside the classroom or at home have come to be seen as responsibilities of the school.

For the job being done by the school system in terms of general educational goals, the mark accorded the school system seems to be a passing score, but not much better than that. Most of these areas should continue to receive major emphasis. In the parents' perceptions, the strong suit of the South Carolina public school system is mathematics. The system comes in for as much criticism as praise for its teaching of reading and writing. The one goal area which definitely is seen as needing more emphasis is communication; college graduates are particularly critical here.

In planning the Department of Education's goals for the state's schools during the next five years, then, these general educational goals deserve primary attention--with special emphasis on reading, writing, and oral communication.

Specialized Educational Goals

	<u>Major Emphasis</u> %	<u>Handled Best</u> %	<u>Need Improvement</u> %
Develops career and occupational skills	78	16	11
Is prepared to enter college or technical or business school	73	16	11
Understands scientific principles	39	4	4
Recognizes contributions made by other civilizations	38	3	3
Enjoys music and art in some capacity	22	10	3
Can speak a foreign language	19	1	5
AVERAGE	45	8	6

Of these six specialized educational goals, there are only two on which citizens of South Carolina want major emphasis--vocational education and preparation for college or technical school. The other four are selected as deserving of major emphasis by very few respondents--well below all other 18 items on the list.

Developing career and occupational skills is seen as a major goal by 78 percent of the respondents; and among blacks, urban residents, and parents with a child in grade school, 83 percent consider this a major goal. As for preparing for college or technical school, 73 percent feel it should be a major goal; among people living in the Low Country and parents who have a child in middle school, the proportion is close to 80 percent. The other specialized goals tend to be more important to black respondents than to others.

When it comes to what is handled best and what needs improvement, the



average score for these six items is 8 on the positive side and 6 on the negative side. Greatest praise and greatest criticism both go to the top two items--vocational skills and preparation for college or technical school. Enjoying music and art, an item which comes up high on the positive side, may reflect a slight questionnaire bias since it was near the top of the list. With regard to the school system's success in helping students develop occupational skills, younger residents (under age 25) and those with a child in high school are most favorable in their evaluations; men and people in the 25-to-50 age category are most likely to see a need for improvement here. Among blacks--who consider career skills to be particularly important--the net score is positive by 18 to 13 percent.

### Interpretation

We will devote special attention to vocational education in the next section of this report, so we will withhold our comments until that time. As for the other areas of specialized education, the results clearly indicate that the time and emphasis should be put elsewhere; these are not primary goals for the state educational system.

### Social and Individual Growth Goals

	Major Emphasis %	Handled Best %	Need Improvement %
Gets along with others	79	9	11
Helps and respects own family	74	3	7
Develops a feeling of self worth	74	2	8
Listens to and appreciates others	70	4	9
Recognizes own personal strengths and weaknesses	68	2	6
AVERAGE	73	3	7



As we saw earlier in this section, the social goals of education are very important, and parents expect that these will be one of the principal benefits of education. Of these five social items, the average score for major emphasis is 73 percent; this high proportion gives a good indication of just how important these kinds of goals are to parents. Yet when asked to evaluate what the schools are doing best, fewer people mention the social and individual goals than mention any of the others. In each item, more people feel that the school system needs to improve than feel it handles the goal well.

From our list of 22 items, "getting along with others" was sixth in importance; this goal is particularly important to blacks, residents of the Low Country, and parents with a child in middle school. On the related item, "listens to and appreciates others," 70 percent would place major emphasis; it is particularly important to parents with school children. When it comes to evaluating how well the school is doing in these areas, 9 percent said the schools do well on promoting getting along with others, but only 4 percent thought the schools are particularly good at teaching students to appreciate others. On the debit side, 11 percent said the system needs improvement on promoting getting along with others, 9 percent on appreciating others. Pee Dee residents feel the schools handle these goal areas well, while people under the age of 25 and Low Country residents are most critical.

"Developing self worth" and "recognizing personal strengths and weaknesses": only 2 percent feel the schools have handled these things best. On the former, 8 percent feel improvement is needed; on the latter, 6 percent feel the schools need improvement. Newer residents and those in the 25-to-34 age category tend to be the most critical in this regard.

Finally, 74 percent feel that "helps and respects own family" should be a major emphasis of the school system; the proportion is even greater in the Low Country and the Pee Dee. Only 3 percent feel the school system is strong in this regard, while 7 percent feel improvement is needed.

### Interpretation

The social importance of school should not be underestimated, for the citizens of South Carolina expect the educational system to place major emphasis on this area; in many ways it is considered just as important as any general educational goal. Although these goals might appear to be more of a parents' responsibility, these findings suggest that the citizens are looking to the educational system to handle these social and developmental aspects.

### Behavioral Goals

	<u>Major Emphasis</u> %	<u>Handled Best</u> %	<u>Need Improvement</u> %
Respects laws and welfare of others	85	5	18
Is aware of the damage illicit drugs can do	84	12	26
Knows right from wrong	83	7	9
Respects America and the democratic form of government	72	9	10
Supports rights and freedoms of all individuals	70	6	10
AVERAGE	79	8	15

In order to get a sense of just how important the behavioral goals are, one need only compare the average scores here with those of the general educational goals. The average major emphasis score is two points higher for the behavioral goals (79 to 77 percent), while the score for handling best is lower (8 to 10) and the score for needing improvement is substantially



higher (9 to 15). The number one problem facing the school system is that of behavior.

The top three items in this category are significant--respect for laws and the welfare of others (85 percent think this deserves major emphasis), drugs (84 percent), and knowing right from wrong (83 percent). Although these goals are particularly important to residents who are over 50 and those who live in the Pee Dee area, among every subgroup of this population at least 75 percent feel all three of these goals should be given major emphasis in the schools.

When it comes to the handling of these concerns, it is clear that residents think the school system needs to improve. Only 5 percent feel the schools have done a good job of developing respect for laws, while 18 percent say improvement is needed. (This is the second highest "need improvement" percentage of the 22 items. Older citizens and suburbanites are likely to be the most critical. Being "aware of the damage drugs can do," according to 26 percent (the largest percentage), is a goal in which the schools need improvement; only 12 percent think this is handled best. Residents of the Piedmont are most concerned. On the positive side, parents with high school students give the system better marks here.

In each of the other areas--teaching right from wrong, respect of democracy, and support of rights and freedoms--about 10 percent of the people said that improvement is needed, while fewer felt that the schools are particularly strong.

#### Interpretation

The disintegration of society and of respect for the law and



the rights of individuals is most dramatically indicated here. The citizens of South Carolina remember gentler days when they were growing up, and they are shocked by the things they see going on in society today. Rightly or wrongly, they blame the school system in part for this lack of discipline; for this reason, people are looking to the school system to put more emphasis on respect for the law and for other individuals. Frustration is high, and the challenge facing the school system is to make the school meet both the educational challenge and the discipline challenge.

When one reviews all 22 items to put things in context, the most striking point is how educational goals have changed. In the past, discipline and social interaction were by-products of a school education; today they have been given a primary role. The school system seems to be doing its job in terms of educational goals; but the rules have changed today, and the area which needs more attention is discipline.

To understand the role of education in people's lives we asked them how important was the school their child would attend in their selection of a neighborhood to live in. The results are mixed: among those with children, 47 percent said the availability of a school was very important, while 32 percent said it was not important. For a majority of those without school children, of course, this consideration was not an important one. Geographically speaking, the choice of schools was least important in the Piedmont and Pee Dee regions, and most important in the Low Country.

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To learn about the quality of the local schools, most people turn to friends and neighbors. Few do anything like visiting schools or talking to teachers or administrators.

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We also asked the citizens how they felt about providing educational opportunities to adults who had not finished elementary or high school, and overall 72 percent said they feel it is very important. All groups considered such opportunities very important.

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### SECTION 111

#### RATING THE SYSTEM

Turning now from the overall impressions of what the role of education should be in our society, we next asked the citizens of South Carolina to evaluate the state's educational system as it presently exists -- in terms of their perceptions of overall quality, teaching quality, strengths and weaknesses of the system, and their own feelings about communications with the school system.

### Overall Evaluations of the System

The central question for parents must be whether the school system has met, exceeded, or fallen short of their expectations for their children. When we asked parents their impression of how well the school system had done in this regard, a plurality (46 percent) said that the schools had met their expectations; only 6 percent felt the schools had exceeded their expectations, while 34 percent felt the schools had fallen short. The most satisfied groups are black parents, those with children in grade school, and parents living in the Midlands and Pee Dee areas. Dissatisfaction is greatest among white parents, those with children in high school, and residents of the Low Country.

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### Interpretation

Although about half the parents are satisfied with the education their children are receiving, one-third of the parents feel the schools have not met their expectations. Dissatisfaction is particularly common among whites in the Low Country.

Throughout this section, we will see that about 30 percent of the parents are not satisfied with the educational system, and it is these parents who will provide some of the insight on what the system could do to improve itself. Conversely, where even these people are satisfied, it will be seen that the system has a real area of strength.



In terms of both meeting and falling short of expectations, parents tend to assign credit or blame to the system as a whole. However, teachers come in for more credit and blame than any other single element of the system.

T37

In terms of overall satisfaction, 63 percent of the citizens are satisfied (21 percent very satisfied, 42 percent fairly satisfied). Some 26 percent express some dissatisfaction, and the remaining 11 percent have no opinion. Thus, although there is some dissatisfaction, generally there is approval. Looking at the subgroups reveals an even more encouraging story: among households with students, 75 percent are satisfied and only 20 percent are dissatisfied; among non-student households, 55 percent are satisfied and 29 percent are dissatisfied. Whites and residents of the Midlands and the Low Country express the strongest dissatisfaction.

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### Interpretation

This reaction to the schools is a good one, and it is particularly good among parents with school-age children; this finding speaks well for the school system. At the same time it is important to point out that most people do not express total satisfaction; thus, while parents generally approve of the school system, they still feel there is room for improvement.

In a comparative sense, most citizens feel the school system today offers a better education than was offered when they were in school. Almost half of the residents said that education is better today, and another 18 percent (mainly those in the 18-24 age bracket) said it is the same; 27 percent said that education is worse today. Among black citizens, 63 percent said today's education is better; among those over 50, 60 percent said it is better now; and among those with less than a high school

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education, fully 68 percent asserted that education is better than when they were students. Once again, in households with students, attitudes were more favorable (55 percent said education is better today) than in households without students (47 percent said today's education is better). Women felt better than men (54 to 44 percent) about the education available in the state today. To the degree that people feel the education offered today is not as good as it used to be, those with a college education tend to be the most critical -- 33 percent of these people say that education is better today, but 34 percent feel that it is worse.

We also asked respondents to compare the education in their local area with the education available in other parts of the state. A majority, 50 percent, feel the quality is about the same. Another 23 percent feel their children are getting a superior education, while 12 percent feel their children are getting a less good education than they would get elsewhere in the state. Residents of the Low Country again stand out: only 40 percent of them feel that education is about the same there as in other parts of South Carolina, but 28 percent say it is better and 19 percent say it is worse.

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Although the residents feel the quality of education throughout the state is pretty equal, they are more dubious about comparing South Carolina's educational system to the systems in other states. Only 12 percent feel their state's education is better, while 31 percent feel it is worse. Among whites, 37 percent feel that the quality of education is lower in South Carolina than in other states, and only 10 percent think it is better. Once again, skepticism is greatest in the Low Country, where close to 40 percent feel that South Carolina's schools are inferior to those in other states.

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More startling is the fact that, among those with a college education, fully 53 percent feel that education is inferior in South Carolina in comparison with other states.

### Interpretation

The problem confronting the Department of Education is not that the schools are getting worse than they used to be, or that the schools in one region are better than in another region, but the feeling that education in South Carolina is not as good as it is in other states. This perception, especially among the college educated group, is quite strong. The key, then, is to upgrade the whole educational system relative to other states -- rather than within regions or in comparison with the schools of the past.

### Perceptions of Student's Attitudes

A key variable in any educational program is whether the students are happy with the educational process. According to their parents, fully 73 percent of the students like school. Among the grade school households this proportion shoots up to 79 percent, but it falls to 65 percent in the middle school range.

Two central elements--elements central to education--are the quality of teaching and the discipline in the school. The marks on teaching the basic subjects are above average: some 37 percent feel teaching has improved over the past five years, while 20 percent feel it has worsened. Parents with school-age children tend to be more complimentary than those without, and blacks are more pleased than whites. On the whole, the teachers receive positive marks on this score. When it comes to discipline, however, it is a different story entirely. Fully 65 percent of the people in the state feel that things have become worse in the past five years, while only 11 percent think things have improved. Members of both households with students and households without students are equally negative, as are most

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age groups. Whites are much more strongly negative than blacks on this score, but even a majority of blacks feel that discipline has deteriorated since 1970.

### Interpretation

As we will see throughout the remainder of this report, people in South Carolina are extremely concerned with discipline. If there is one central complaint which comes through loud and clear, it is that the citizens feel there is a permissive attitude in the schools. Whereas people see the educational aspect of the schools as acceptable (though needing some improvement), they feel the discipline aspect needs a great deal of direct attention. In focusing on the next five years in the Department of Education's program, this must be a key area to address.

### Perceived Strengths and Weaknesses of the System

When asked to volunteer the single biggest problem facing the public school system in South Carolina, the citizens focused principally on four areas -- racial problems, the quality of teachers and education, discipline, and drugs.

T45

Twenty-eight percent volunteered racial problems as their chief concern. Whites and residents of the Low Country tended to express slightly more concern in this regard than other respondents. When asked what they felt should be done to solve the problem, citizens mentioned separation of the races, no busing, and fewer federal controls. Others felt that there should be more understanding, more uniform discipline, or freedom of choice on what schools to attend.

The quality of teachers and education was the next most frequently mentioned problem (24 percent). Once again, the greatest concern was voiced in the Low Country. Suggested remedies including hiring better qualified teachers, teachers who care and will give special attention, higher salaries

for teachers, and better cooperation between teachers and students.

The remaining two problems are related to the overall problem of behavior and discipline: 19 percent mentioned discipline directly, and another 12 percent cited the drug problem. The discipline problem is more frequently mentioned by those in the Midland and Pee Dee areas, while drugs are of greatest concern in the Piedmont. In both cases, the suggested solutions relate more to the punitive aspects than to communication and information. These two issues combined account for more than 30 percent of all problems mentioned.

The other area mentioned was overcrowding, which was volunteered as a problem by 7 percent of the sample.

#### Interpretation

These results underscore the concern that citizens have about the race and discipline problems. When asked a similar question in North Carolina as part of another survey, the responses were much the same; busing and race were the two most important problems, drugs and discipline the next two. It would appear from these two southeastern surveys that, although education and quality of teaching are important, the more fundamental problems of race and behavior will have to be priority items for the remainder of this decade.

Going a step farther, the citizens were asked to tell us in their own words what they considered the major strengths and weaknesses of the system. Overall, 28 percent of the respondents could not think of any strengths; but among households in which there is a child in public school, only 22 percent were unable to make a positive comment. The comments fell into two categories -- educational/programmatic strengths and extracurricular activities. Overall, people tended to talk most about the educational system -- most often

T46



mentioned here were "fine school system" (24 percent) and "qualified teachers" (17 percent). After these two categories, the frequency of positive comments falls below 10 percent; included here are favorable mentions of the variety in the curriculum, praise of the reading and mathematics programs, and comments about other particular programs. In the non-curriculum area, the food programs were praised by 6 percent, and favorable comments about physical plant features were volunteered by 5 percent. Others talked about good communication, extracurricular activities, and bus programs; 7 percent mentioned the sports program.

On the negative side, 25 percent of all respondents voiced no complaints; among blacks, 39 percent made no negative comments. The complaints tended to touch on the discipline aspect rather than the educational area. More than half of all responses relate to discipline or racial problems: 17 percent directly mention discipline, 10 percent complain about busing, 8 percent mention race; others talk about drugs, the effects of busing, and the problems of integration. Complaints about the educational area include comments about low academic standards, over-crowded classrooms, unqualified teachers, lack of teacher control and interest, and poor communication.

T47

### Interpretation

The positive comments are divided between the basic educational and the extracurricular functions, but both are seen as strengths of the system. People feel their children are getting a good education; and parents are, on the whole, satisfied with the teachers and the curriculum. The extras, too, seem important -- the sports, the food programs, the physical plant. Overall, the schools receive pretty good marks.

The negative comments are the same throughout -- race and discipline. Although there are some complaints about the educational process, the main problem seems to revolve around racial difficulties and what they have done to the school system. If there is a positive interpretation to be drawn from these remarks, it may be that people's complaints suggest worries that are more societal than educational.



Suggestions for Improvement. At another juncture in our questionnaire, respondents were asked to volunteer areas to which they felt the schools should pay more attention in order to improve education. The answers tended to parallel the thinking we have previously covered. Some 22 percent of the respondents had no suggestions; but the rest very definitely had ideas--19 percent talked about more discipline, and once again it was the white citizens who were most concerned. Next most frequently mentioned was the need to improve the basic skills of reading, writing, and arithmetic (12 percent), and it is interesting that this need was volunteered by parents with children in all levels of school. Suggestions for individualized attention, (9 percent), responsiveness among teachers (5 percent), and better communication between teachers and parents (4 percent), taken together, point to another area deserving of attention. Other suggestions dealt with teacher qualifications (8 percent), smaller classes (5 percent), and vocational schools (2 percent).

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To get a different focus on how the people feel about the educational process, we provided respondents with a list of 11 goals and asked them to say which two or three areas they felt should receive additional concentrated attention in the elementary schools, and in the middle schools and high schools. We find that the outstanding goal for education on the grade school level is teaching students the skills of reading and writing. Of all South Carolinians, 71 percent selected this item, as did 64 percent of those with a child presently in grade school. Of all the items, there is greatest unanimity in selecting reading and writing skills as deserving greater attention on the elementary school level. Beyond this, three other key goals are perceived as being important to primary education. The first is teaching students how to solve problems and think for themselves; 49 percent of all

T49

respondents, and 58 percent of the parents of primary school children, mentioned this goal. Teaching children to respect law and authority was mentioned by 38 percent overall, but this goal seemed to be more important to those without school children. The final key element of a primary education is teaching children how to get along with others; 37 percent of all respondents selected this item, and it was of equal importance to all segments of society.

Behind these four major concerns are two second-level concerns -- teaching the students the skills of speaking and listening, mentioned by 25 percent of the citizens, and teaching the students the skills of mathematics, mentioned by 20 percent.

The other five goals -- the arts, physical education, science, history, and vocational skills -- are minor concerns for the primary grades.

### Interpretation

The selections of these goals should hardly be a major revelation, but it is important to note that those citizens with a child in grade school have the same priorities as people who do not have a grade-school child. The sole exception is that social interaction is slightly more important than discipline to parents of grade school children, and independent thinking is more important to them than it is to the population as a whole. In formulating a program for the next five years for elementary education in the state, the goals of reading and writing remain the key priorities; but the social goals -- independent thinking, discipline, and interaction with others -- must be part of any plan.

On the high school level, the three main goals mentioned by about 40 percent of the respondents tend to deal with social and vocation ends rather than educational ones. Specifically, 46 percent feel that teaching students how to solve problems and think for themselves should be a goal for the secondary

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school system; 44 percent feel that way about teaching students vocational skills, and 41 percent select discipline and respect for laws as a key goal. Among the parents of high school students, concerns were almost the same as in the total sample on the first two items but slightly lower on the discipline item.

After these primary goals, opinion is pretty well divided on the remaining goals; approximately 20 percent each select math, history, and reading and writing in terms of academic essentials, and about 20 percent mention speaking and listening well and getting along with others. As with the major goals, there is very little statistical difference here between parents of high school students and other respondents.

### Interpretation

It is important to note that the goals for high school students are more social and vocational than academic. There are two key areas which overlap for both primary and secondary education: teaching students how to solve problems and think for themselves, and teaching students to respect law and authority. Clearly, most parents and citizens would be satisfied if the education system in South Carolina could accomplish these two goals.

In addition, the residents would like to see more emphasis on the vocational training of high school students and the reading and writing skills of grade school children. The more specialized areas of instruction -- such as the arts, science, history, and physical education -- are of concern to only a minority of parents.

### General Opinions

In evaluating which groups have a great influence on a child's education, major credit goes to teachers (55 percent); parents are next with 49 percent, and school principals follow closely with 48 percent. Clearly, those who are immediately present are seen as most influential. After these three the federal government, the superintendent, the state board of education, and the courts are perceived by about 40 percent of the population to have a great



influence on education. These opinions are fairly equal across all segments T51  
of the population.

Three groups are seen as having relatively minor influence on the educational process -- the local school board, the General Assembly, and the Governor. Between one-quarter and one-third of the population feels that each of these groups has an important role. Since we have no rating on the attitudes toward each of these groups, it is difficult to evaluate whether people feel the influence is positive or negative. But it is clear from these figures that the long arm of the federal government and the courts is seen as more influential than the school board and the General Assembly.

Turning to several specific items, we note that few parents feel too much homework is given to students, but 24 percent feel the students could have more homework. For the majority (50 percent), the present amount is about T52  
right. Fathers tend to feel there could be more homework, but mothers tend to feel there is enough. On this score, the schools seem to be measuring up well.

In terms of reporting the progress of the child, 43 percent feel the schools are doing an above average or excellent job, while only 13 percent say the performance is below average or poor. Black parents and women tend T53  
to be more satisfied, and white parents and those with children in middle schools are somewhat less satisfied. Once again, the scores are above average on this count.

In terms of teacher preparation, 29 percent feel the teachers are very well prepared, and 50 percent feel they are fairly well prepared; only 12 T54  
percent feel they are not well prepared or ill prepared. The degree of

satisfaction is greatest in the Piedmont and Pee Dee areas, where nearly three out of eight respondents feel the teachers are very well prepared. Although we have seen earlier in this section that some citizens feel the teachers are not really well prepared, on the whole, teachers receive good marks.

Although people are generally satisfied with classroom activities, when it comes to a question of the responsiveness of the system, attitudes are mixed. Only 18 percent feel the local board of education is very concerned about parents' opinions, while 25 percent feel that the local board is concerned. To most citizens, the feeling is that the local board is fairly concerned. T55

Given this attitude about the receptivity of the school boards, it is not surprising that only 16 percent would go to them if they had a complaint (only 8 percent of parents). Parents would be most likely to go to the principal (48 percent), next to the teacher (23 percent), and then to the superintendent (11 percent). Men would be more likely to turn to the principal, while women would turn to the teachers. When asked how much attention they would expect their complaint to receive from the different groups, 64 percent of all respondents thought they would get either a lot of attention or some attention, and 21 percent said they would expect to get little or no attention. T56  
However, this perception varies in terms of to whom the parents complain: 80 percent of those who would complain to a teacher or a principal think they would get a lot of or some attention, while among those who would complain to the superintendent 61 percent think they would receive some or a lot of attention. Only 47 percent of those who would direct complaints to the school board think they would get some or a lot of attention. T57

Given all of this, it can hardly be surprising that only 43 percent of the people in South Carolina feel that electing the local board of education T58

members is a good idea. Whites and parents with school children think it is a good idea by a three-to-two margin, while blacks oppose it by the same count.

#### Interpretation

To the degree that the system is unresponsive, the members of the school board come in for the lion's share of the blame. In general, there is a fairly strong sense that the school system is doing a good job of responding to complaints, preparing its teachers, and reporting the progress of students. The one weak link in this chain appears to be the local boards.



#### SECTION IV

#### LONG-RANGE EDUCATIONAL GOALS

In this final section of the report we will deal with what citizens are looking for from the educational system in the next five years and what they feel the agenda should be for the Department of Education. Needless to say, these attitudes reflect the current problems of the system.

### Educational Goals for South Carolina

In order to get a perspective on the importance of a five-year plan for education to the citizens of South Carolina, we asked our respondents if they had heard of the present five-year plan. Only 7 percent answered T59 in the affirmative. The highest percentage of recognition was in the Pee Dee, where 12 percent had heard of the plan. When asked what goals had been set by the plan, 84 percent of those who were aware of the plan T60 could not volunteer a single goal.

### Interpretation

Although long-range goals are obviously indispensable to the Department, these goals really are known to only a very small percentage of the general population. Thus, the Department of Education must recognize that its present program, having reached so few people, has done little to help provide a generally understood cohesive agenda. The problem is one of communication rather than of strategy; but it is important for the department to realize that, if it is to make its goals known, the present effort must be improved.

In order to get a fix on the level of expectations for the school system over the next five years, we asked these respondents if they felt that T61 the public schools will get better, get worse, or stay about the same.

About two respondents in five (38 percent) said things will improve, while only 15 percent felt things will get worse; 36 percent said things will remain the same. Parents with children in grade school or middle school were more likely than those with children in high school to say that things will improve; but, by the same token, middle school parents were more likely than others to say that things will get worse. Overall, the mood is more optimistic than pessimistic.

When asked what the principal goals of the schools should be in the coming five years, 83 percent of the citizens made at least one suggestion; most made two suggestions. All in all, there are 25 separate areas for which people suggested improvements. Leading the list, not suprisingly, is discipline; 29 percent of the respondents made this suggestion. Concern here was greatest among whites and residents of urban areas. Another 7 percent volunteered the area of race relations, and 5 percent talked about the importance of drug education and prevention of drug abuse. T62

Also of great concern was the quality of teaching. Some 17 percent said that there should be more and better teachers; another 5 percent offered that teachers should be more dedicated, and 3 percent cited a need for improvement in teacher-student relationships. These concerns about teachers are of equal concern among all segments of the population. Another 11 percent said that classes should be smaller.

The other major concern volunteered by many people relates to curriculum and educational goals. Cumulatively, such suggestions were



volunteered by 35 percent of our respondents. Ten percent suggested that the curriculum should be made more relevant, while 7 percent mentioned a need for vocational training and career counseling. Another 7 percent said that basic education--the "three Rs"--should be improved. Others talked about special education for slow learners, special education for fast learners, and the need to motivate students.

Another kind of suggestion dealt with the physical plant; some 8 percent talked about maintaining and improving the present facilities, and 3 percent talked about the need to improve the equipment. Other concerns were mentioned by only a handful of people each--school spirit, busing, segregation, extracurricular activities, and dress codes, for example.

#### Interpretation

In terms of outlining a program for the next five years in the educational system of South Carolina, the citizens have many diverse interests; but the needs fall clearly into three major areas--discipline, quality of teaching, and the educational goals. In short, what the people of South Carolina are saying is that they want an atmosphere in which the students can learn, the teachers are well qualified, and the curriculum is interesting and practical. All of these things are pretty basic, but these are the goals the people see.

Will these goals be accomplished? The citizens are not sure. Thirty-six percent say yes, but 22 percent say no and the rest are uncertain. Blacks tend to be more confident--41 percent say yes and 10 percent say no; whites tend to be less certain--33 percent feel the desired changes will take place, but 27 percent think not. Respondents who

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said that the changes will not take place were asked to say why they felt that way. The responses were mixed--lack of discipline (14 percent), lack of community involvement (13 percent), a feeling that the school system would fail to take the initiative (9 percent), a feeling that politics would interfere (9 percent).

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### Interpretation

South Carolina, like the rest of the nation, is going through a period of discontent. There is a feeling on the part of some that things will not improve because nobody is willing to take the lead and see that things get done. Many people are skeptical. The Board of Education can make a difference if it can do three things: define a limited set of objectives, communicate these objectives to the people, and come forth with a realistic plan for the achievement of the objectives. Objectives which can be realized will help to improve the image of education in South Carolina as well as help to make people believe that the system can work.

These are some of the particular goals people have for the educational system over the next five years. Let us turn now to another dimension of citizens' satisfaction with the school system. For one thing, most people--fully 80 percent--believe that the school system concerns itself primarily with providing a basic level of education for all students, rather than with providing special attention for either slow or fast learners. When asked to evaluate the performance of the schools in terms of providing for the needs of all students, 67 percent of our respondents said that their local schools do an average job, and another 8 percent said that the schools do an above-average

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T66



job in this regard. But 20 percent expressed the opinion that the local school is below average in terms of meeting the needs of all students.

### Evaluating the Quality of a School

Given a list of 19 separate objectives, respondents were asked to select the two or three factors on which they would rely in trying to determine how good a school is. Responses clustered in three groups-- eight of the 19 areas were selected by more than 20 percent of the population, five of the areas were selected by 10 to 15 percent, and the remaining six were selected by less than 10 percent of the sample. The citizens do not feel that new classroom facilities, large local expenditures, new experimental classes, high grades, younger teachers, or local pride are key ingredients. With the exception of local pride (which whites find important) and younger teachers (which blacks consider important), most citizens--black and white, school households and non-school households alike--agreed that these items are not among the most important.

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A second set of items--special classes for fast learners, good school spirit, career counseling, concentration on basic subjects, and having older experienced teachers--includes factors which more residents use as indicators of school quality. To black respondents, having older experienced teachers is a much more important factor than it is to whites. But whites feel that concentration on the basic subjects is more important.



The factors most widely considered important indicators of the quality of the school system included discipline (30 percent) and absence of racial problems (23 percent) first. Whites are concerned more with the former, blacks with the latter. Other important factors are individual attention in the classroom (25 percent), special classes for slow learners (22 percent), and small classes (21 percent). Parents of public school students were particularly likely to look for small classes. The three final areas used to determine the quality of a school deal with the results of the teaching--23 percent selected good vocational courses, 22 percent pointed to most students going on to college, and 22 percent selected high scores on standardized tests. Whites are more concerned about college admissions and performance on standardized tests, while blacks are more concerned with vocational training.

#### Interpretation

In terms of providing the Department of Education with a picture of what education should be all about, it becomes clear that people believe a good school system can be spotted by the atmosphere it provides for the students to learn in, the involvement of teachers with their students, the small size of the classes, and the opportunities provided for slow learners. Finally, a good system is seen as one in which many students go on to college, but in which students who will not go to college can get good vocational training. In adopting a program for the future, it is these ideals that the state should aim for. Other aspects are less important to the citizens.

### The Financial Aspect

In the abstract, people are always willing to favor education programs. Yet, as a quick review of school bond initiatives will show, people are less willing to pay for additional spending in education. With this fact in mind, we examined people's attitudes about tax increases and about the kinds of cutbacks they would make in the school system if funds were insufficient. When the citizens were asked if they would favor or oppose raising taxes to provide additional money for the schools, we found a slight plurality in favor of a tax increase if necessary (45 to 39 percent). Among households with a child in public school, 49 percent would be willing to pay higher taxes and 39 percent would be unwilling; but in other households, opinion is barely in favor--42 to 41 percent. The greatest support for more taxes comes from whites, men, those under 35, suburbanites, and those who have lived in the state for less than 10 years. Opposition is greatest among blacks, older people, Pee Dee residents, and urban dwellers.

T68

### Interpretation

When all is said and done the people of South Carolina seem to be willing to make, not only a philosophic commitment to education, but also a financial one. Given the difficult economic period the country is going through, it is surprising that people say they are willing to spend money for anything. A poll, of course, is not the same as a bond issue referendum, but these results do at least indicate the willingness of South Carolina to support educational programs with their tax dollars.



Quite possibly, one explanation for people's willingness to support additional taxes for education may be that they feel the money presently spent on education is not badly spent. Overall, 38 percent feel that money is well utilized, 25 percent say it is wasted, 26 percent think some of both, and 11 percent have no opinion. In and of itself, this is a split result, but compared with attitudes of most people on other kinds of government spending, these figures suggest that people consider the money to be better spent here than elsewhere. Among households with a child in public school, 43 percent feel that the money spent for education is well utilized, and only 25 percent feel it is wasted. Citizens over the age of 50 tend to feel the money is well used, while those under 25 are most likely to consider the money wasted. Among households with a child in middle school, there is feeling that the money is less well utilized, but those with children in grade school or high school are much more confident about the way in which the money is spent. The meaning of these figures is that people, by and large, feel they are getting a good return for their financial investment in education.

T69

The problem is that people would not be up in arms if the budget were cut back by 10 percent. Forty percent feel that such a cutback would hurt the quality of education, while 32 percent feel it would merely cut some of the excess out of the budget. Another 15 percent feel such a cut would have both effects, and 13 percent are not sure. There is a key difference between this table and the previous one the parents of public school students believe, by a 44-to-29 percent margin, that the quality would be hurt; but members of households without students are divided-- 36 percent say a cut of 10 percent would hurt the quality, but

T70



35 percent say it would cut out the excess in the budget. Residents of the Piedmont and of the Low Country tend to feel it would hurt the quality of education, but those in the Midlands and Pee Dee are of the opinion that it would remove some of the excess from the budget.

It is not surprising, therefore, that--by a margin of three to one--those who favor raising taxes for education feel the money generally is well utilized, while--by a margin of four to three--those who don't favor raising taxes feel the present funds are wasted.

T71

### Interpretation

All of this information is encouraging; nonetheless, although a plurality of citizens would support higher taxes for education and feel the money is well utilized, there is no clear sentiment in favor of the financial workings of the state school system. There are residual good feelings about education in the seventies, but future growth and expansion in educational programs will be strongly weighed against waste. Although 40 percent of the population feels that cutbacks could hurt the quality of education, there is no overriding feeling that deterioration would be inevitable. In order to get strong support from the people for future funding, the Department of Education must plan its programs with an eye to achieving the goals we have outlined, and doing so in a cost-effective way.

Although many citizens would be willing to see reductions in the budget for education, there is a marked division of opinion in terms of what people would be willing to cut back. We gave each respondent a list of ten separate items involved with an education budget and asked each person to tell us if he or she would favor or oppose a cutback in each of the items. In only one of the ten areas did a majority of respondents favor funding reductions. In four additional areas, opinion was mixed but a majority opposed the cutbacks. In the remaining five areas, the over-

T72

whelming sentiment was against cutbacks.

The one area in which citizens could accept a cutback is reducing the size of administrative staffs--67 percent favored such reductions, and only 33 percent opposed it. Both student and non-student households alike selected this as an acceptable cut.

There was a division of opinion about cutting out after-school activities--49 percent in favor, 51 percent opposed. Forty-four percent would favor a halt in the building of new facilities if necessary, but 56 percent would oppose it; among student households, the margin was three to two in opposition. Although 25 percent expressed no opinion about having schools run all year round, of those with an opinion 39 percent favored the suggestion and 61 percent opposed it. Reducing maintenance services as a way to reduce costs was favored by 37 percent and opposed by 63 percent.

Reductions in the amount of supplies and materials were summarily rejected by 70 percent of the sample. Also, 79 percent rejected the idea of reducing the number of subjects offered to save money, and an equal number felt that stopping the purchase of new books would be a false economy. Eighty-three percent opposed reducing such special services as speech and hearing therapy, and fully 90 percent felt that reducing the number of teachers by increasing the class size would be a bad idea. Clearly, then, although people are willing to make some cuts, in these five areas there can be no compromise.

Next, we asked the respondent to select one or two areas which they would cut last if a cutback had to be made. Consistent with the results above, the one cut that people would be least willing to accept would be a reduction in the number of teachers. Fully 50 percent of the



respondents say this is the last area in which they would be willing to support a cutback. Among college-educated residents, 61 percent were adamant against such a cut.

Following this dominant concern are three other areas in which between 15 and 20 percent of the people would least favor cutbacks: special services, the number of subjects offered, and the purchasing of new books. In all other areas, 10 percent or less of the respondents would least favor cutbacks.

### Interpretation

These results should provide some guidance on what the people feel should be the priorities in education. Teachers, special services, a full curriculum of subjects, and current textbooks are seen as the lifeblood of the school system. Any proposal to cut back in these areas would meet strong opposition. In planning for the future, the Department of Education should see that these needs are met first.

We conclude this report with a listing of how far parents hope their children will go in school. For most parents, the dream still is a college education; T74 only 16 percent will be satisfied if the child goes no farther than high school graduation. Among blacks, 23 percent will be satisfied, but only 13 percent of the white parents will be satisfied if the child only graduates from high school.

### Interpretation

Despite the enormous changes our society has gone through in the past decade, the wish of most parents still remains a college degree for their children. Higher education remains the sacred cow to South Carolina parents.

TABLES



A KEY TO THE SYMBOLS  
USED IN THESE TABLES

- (m) Multiple responses accepted; totals may be greater than 100 percent.
- \* Less than one-half of one percent.
- + Based too small to be statistically reliable.
- ++ Base too small to be statistically analyzed.
- @ Percentages calculated only on the basis of those who expressed an opinion; "not sure" responses excluded from calculations.
- (c) Asked only of those who have one or more children who attend South Carolina public schools.

ATTENDANCE AT PUBLIC SCHOOL IN SOUTH CAROLINA

	<u>Attended</u> %	<u>Did Not</u> <u>Attend</u> %
<u>All Respondents</u>	<u>83</u>	<u>17</u>
Student	84	16
No student	83	17
White	78	22
Black	92	8
Under 10 years	33	67

PRESENCE IN HOUSEHOLD OF CHILD WHO ATTENDED PUBLIC SCHOOL BUT HAS GRADUATED,  
DROPPED OUT, OR GONE ELSEWHERE

	<u>Yes</u> %	<u>No</u> %
<u>All Respondents</u> <sup>1</sup>	<u>40</u>	<u>60</u>
Student	37	63
No student	45	55

<sup>1</sup>Altogether, 64 percent of total sample either has a child who attends or formerly attended public school in South Carolina.



OVERVIEW OF THE POPULATION

	<u>Total Adult Population</u> %	<u>Households With Public School Children</u> %	<u>Households Without Students</u> %
<u>All Respondents</u>	<u>100</u>	<u>40</u>	<u>53</u>
<u>Area</u>			
Piedmont	28	25	31
Midlands	32	28	36
Pee Dee	15	17	13
Low Country	25	30	20
<u>Income</u>			
Under \$5,000	22	22	24
\$5,000-\$9,999	32	30	33
\$10,000-\$14,999	20	22	16
\$15,000 and over	20	22	20
<u>Age</u>			
18-24	21	18	24
25-34	20	26	13
35-49	27	40	15
50-64	21	11	31
65 and over	11	5	17
<u>Race</u>			
White	69	60	75
Black	31	40	25
<u>Religious Preference</u>			
Baptist	53	56	52
Methodist	17	17	16
Other Protestant	21	16	23

(cont'd)

OVERVIEW OF THE POPULATION

	<u>Total Adult Population</u> %	<u>Parents With Students</u> %	<u>Households Without Students</u> %
<u>Respondent's Educational Level</u>			
8th grade or less	21	24	20
Some high school	23	25	22
High school graduate	33	33	30
College	23	18	28
<u>Occupation</u>			
Professional, executive	20	20	17
Sales, white collar	13	15	11
Blue collar	42	51	37
Retired	18	9	27
<u>Ideology</u>			
Liberal/Progressive	26	26	25
Middle of the road	35	42	31
Conservative/Very conservative	39	32	44
<u>Type of Community</u>			
Urban	32	28	34
Suburban	15	15	15
Small town	46	48	46
Rural	7	9	5
<u>Other</u>			
Attended South Carolina schools	83	84	83
Resident under 10 years	12	12	12
Wife works	41	42	41

PRESENCE IN HOUSEHOLD OF CHILD WHO HAS DROPPEDOUT OF PUBLIC SCHOOL

	<u>Yes</u> <u>%</u>	<u>No</u> <u>%</u>
<u>All Respondents</u>	<u>13</u>	<u>87</u>
White	11	89
Black	17	83
18-24	2	98
25-34	4	96
35-49	14	86
50-64	24	76
65 and over +	24	76



PRESENCE IN HOUSEHOLD OF CHILD WHO WILL BE  
ATTENDING PUBLIC SCHOOL WITHIN THE NEXT FIVE YEARS

	<u>Yes</u> <u>%</u>	<u>No</u> <u>%</u>
<u>All Respondents</u>	<u>22</u>	<u>78</u>
Student	30	70
No student	12	88
White	19	81
Black	27	73
18-24	31	69
25-34	43	57
35-49	18	82
50-64	4	96
65 and over +	9	91

TYPE OF SCHOOL CHILD ATTENDS (c) (m)

	<u>All Respondents</u> %	<u>Low Country</u> %
Public school	<u>95</u>	90
Private/parochial	<u>6</u>	10
Other	<u>1</u>	1

NUMBER OF CHILDREN IN HOUSEHOLD ATTENDING SOUTH CAROLINA SCHOOLS

	<u>All</u> <u>Respondents</u> %	<u>Student</u> %	<u>White</u> %	<u>Black</u> %
One	<u>20</u>	40	20	19
Two	<u>14</u>	31	13	16
Three	<u>6</u>	15	6	9
Four	<u>3</u>	6	1	7
Five	<u>3</u>	7	1	7
No children in school	<u>53</u>	-	58	42
Other/Don't know	<u>1</u>	1	1	-



LEVEL OF SCHOOL CHILD WILL ENTER IN FALL (c) (m)

	All Children %	Oldest Child %	2nd Child %	3rd Child %	4th Child %	5th Child %
Kindergarten	11	5	5	-	1	1
Grade school (1-6)	78	27	27	17	8	4
Middle school (7-9)	55	24	19	9	3	1
High school (10-12)	56	44	10	2	-	-
No child in category		-	39	72	88	94

PARENTS' PARTICIPATION IN SCHOOL ACTIVITIES (c)

	<u>Participate</u> %	<u>Do Not Participate</u> %	<u>Not Sure</u> %
<u>Heavy Participation</u>			
Reviewing the child's report card	92	7	1
Discussing school assignment with child	86	13	1
Reviewing child's textbooks	77	22	1
Meeting with teacher	73	26	1
<u>Medium Participation</u>			
Attending school-sponsored events	57	42	1
Attending school-sponsored meetings	56	42	2
Attending PTA meetings	53	45	2
Meeting with principal	52	46	2
<u>Light Participation</u>			
Serving as volunteer	31	65	4
Attending School Board meetings	14	82	4

PARENTS' PARTICIPATION IN SCHOOLACTIVITIES, BY SUBGROUPS (c) (m)

	<u>All Respondents</u> %	<u>White</u> %	<u>Black</u> %	<u>Child Grade School</u> %	<u>Child Middle School</u> %	<u>Child High School</u> %
<u>Have participated in:</u>						
Reviewing the child's report card	<u>92</u>	92	93	90	99	98
Discussing school assignments with child	<u>87</u>	89	84	86	90	92
Reviewing child's textbooks	<u>77</u>	75	80	75	81	81
Meeting with teacher	<u>72</u>	75	68	75	71	65
Attending school- sponsored events	<u>57</u>	60	53	53	61	68
Attending school- sponsored meetings	<u>56</u>	61	48	56	61	60
Attending PTA meetings	<u>53</u>	56	49	51	56	57
Meeting with principal	<u>52</u>	50	56	52	57	54
Serving as a volunteer	<u>31</u>	36	22	32	31	30
Attending School Board meetings	<u>14</u>	11	20	32	38	35



MEMBER OF FAMILY PARTICIPATING IN SCHOOL ACTIVITIES<sup>1</sup>

	<u>Father</u> %	<u>Mother</u> %	<u>Both</u> %	<u>Other</u> %	<u>Not Sure</u> %
Reviewing child's report card	5	28	54	13	-
Discussing school assignment with child	5	33	50	12	-
Reviewing child's textbooks	5	30	51	14	-
Meeting with teachers	5	46	33	13	3
Attending school-sponsored events	12	28	50	10	-
Attending school-sponsored meetings	5	34	47	13	1
Attending PTA meetings	6	41	43	10	-
Meeting with principal	13	47	25	12	3
Serving as volunteer	8	64	17	11	-
Attending School Board meeting	++	++	++	++	++

<sup>1</sup> Based on those who have one or more children in school  
and have participated in specified activity

PROPORTIONS OF PUBLIC SCHOOL FUNDS  
BELIEVED TO COME FROM SPECIFIED SOURCES

	<u>Local</u> %	<u>State</u> %	<u>Federal</u> %
0-10 percent	9	1	4
11-20 percent	9	5	6
21-30 percent	9	10	9
31-40 percent	5	10	5
41-50 percent	4	11	9
51-60 percent	3	4	3
61-70 percent	1	2	2
71-80 percent	*	1	1
81-90 percent	*	*	1
Over 90 percent	1	*	1
Don't know	59	56	59

PERCEPTIONS OF LEVEL OF STATE FUNDING FOR SCHOOLS

	<u>Too Much</u> %	<u>About Right</u> %	<u>Too Little</u> %	<u>Not Sure</u> %
<u>All Respondents</u>	<u>4</u>	<u>57</u>	<u>19</u>	<u>20</u>
Student	6	53	19	22
No student	2	61	19	18
18-24	4	59	26	11
25-34	4	56	23	17
35-49	5	56	18	21
50-64	2	61	13	24
65 and over+	-	49	16	35



SOURCES OF INFORMATION ABOUT SCHOOL SYSTEM (m)

	<u>News- papers</u> %	<u>Radio</u> %	<u>Tele- vision</u> %	<u>Word of Mouth</u> %	<u>Other</u> %	<u>Not Sure</u> %
<u>All Respondents</u>	<u>40</u>	<u>12</u>	<u>31</u>	<u>46</u>	<u>6</u>	<u>12</u>
Piedmont	45	17	41	55	5	3
Midlands	45	15	33	45	6	6
Pee Dee	29	13	30	36	8	2
Low Country	34	3	16	44	8	2

PERCEPTIONS OF MOST RELIABLE SOURCE  
OF INFORMATION ABOUT SCHOOL SYSTEM (m)

	<u>All</u> <u>Respondents</u> %	<u>Pied-</u> <u>mont</u> %	<u>Mid-</u> <u>lands</u> %	<u>Pee</u> <u>Dee</u> %	<u>Low</u> <u>Country</u> %
Newspapers	<u>32</u>	29	38	27	31
Radio	<u>8</u>	10	4	16	6
Television	<u>25</u>	27	18	22	33
Word of mouth	<u>22</u>	25	22	21	20
Other	<u>6</u>	6	7	5	6
Not sure	<u>12</u>	14	14	17	4

EVALUATIONS OF HOW MUCH RESPONDENT  
KNOWS ABOUT SCHOOL SYSTEM

	<u>Knows</u> <u>Enough</u> %	<u>Wants to</u> <u>Know More</u> %	<u>Not</u> <u>Sure</u> %
<u>All Respondents</u>	<u>47</u>	<u>45</u>	<u>8</u>
Student	40	55	5
No student	52	37	11
White	51	43	6
Black	39	49	12
Child grade school	38	58	4
Child middle school	40	53	7
Child high school	43	50	7
Piedmont	53	35	12
Midlands	45	51	4
Pee Dee	47	41	12
Low Country	43	51	6
Active parent	37	58	5



VOLUNTEERED KINDS OF THINGS RESPONDENT  
WOULD LIKE TO KNOW MORE ABOUT (m)

	<u>All Respond- ents</u> %	<u>Stu- dent</u> %	<u>No Stu- dent</u> %	<u>White</u> %	<u>Black</u> %	<u>Child Grade School</u> %	<u>Child Middle School</u> %	<u>Child High School</u> %
<u>Total</u>	<u>135</u>	<u>139</u>	<u>131</u>	<u>140</u>	<u>128</u>	<u>142</u>	<u>133</u>	<u>118</u>
General knowledge - need to know more about everything	24	30	18	21	29	31	29	30
Distribution of funds	19	19	20	24	12	13	16	22
More/more reliable communication from administration	14	12	16	16	11	10	15	11
Curriculum offered, subjects available	14	13	15	14	12	14	17	9
Qualification of teachers - how they are evaluated	13	13	13	15	10	13	6	9
Discipline	10	7	12	10	10	9	8	5
Regular progress reports from teachers to parents	10	16	5	8	14	20	13	11
Knowledge of what actually goes on in classrooms	8	7	8	8	7	7	11	4
All other kinds of things	23	22	24	24	23	25	18	17
-----								
Don't know, unable to comment	15	8	22	12	19	10	10	12

<sup>1</sup>Asked only of those who said they don't know enough.

VOLUNTEERED ADVANTAGES AND DISADVANTAGES  
OF LEARNING THROUGH LIVING

	All Respond- ents %	White %	Black %	18- 24 %	25- 34 %	35- 49 %	50- 64 %	65 & Over+ %
<u>Total</u>	<u>15</u>	<u>17</u>	<u>11</u>	<u>23</u>	<u>15</u>	<u>10</u>	<u>9</u>	<u>22</u>
Better practice for life, more independent	5	6	4	10	4	4	4	4
Better personal adjustment, well rounded	3	3	2	5	1	2	2	2
Makes no difference, you can learn any place	3	4	2	4	3	2	1	8
Ok for some	1	1	1	-	1	1	-	4
Parents could teach better	1	1	-	2	3	-	-	-
All other favorable responses	2	2	2	2	3	1	2	4
-----								
Don't know, unable to comment	5	3	9	4	7	3	6	6

VOLUNTEERED ADVANTAGES AND DISADVANTAGES OF  
LEARNING THROUGH SCHOOL SYSTEM

	<u>156</u>	<u>164</u>	<u>142</u>	<u>153</u>	<u>144</u>	<u>161</u>	<u>168</u>	<u>139</u>
<u>Total</u>								
Able to associate with others, social adjustment	39	46	22	32	36	39	49	33
More knowledge	28	26	34	35	23	26	30	22
Will get along better generally, able to cope	21	24	16	19	23	28	18	14
Improves job opportunities	21	21	22	25	15	24	22	18
Better formal education	15	15	14	12	17	10	14	12
Taught by qualified teachers	11	8	16	8	10	9	13	14
Well disciplined, better manners	7	9	4	8	5	6	10	6
Learn to read and write	5	5	6	5	5	4	4	10
Learning with and from others	3	2	5	3	2	4	2	6
More competition	2	3	1	1	2	*	4	4
Could go to college, continue education	2	2	*	1	3	2	1	-
All other favorable responses	2	3	2	4	3	3	1	-

VOLUNTEERED REASONS FOR WANTING  
CHILDREN TO GET AN EDUCATION (m)

	All Respond- ents %	Urban %	Sub- urban %	Small Town/ Rural %	8th Grade or Less %	Some H.S. %	H.S. Grad. %	Coll- ege %
<u>Total</u>	<u>143</u>	<u>140</u>	<u>164</u>	<u>142</u>	<u>132</u>	<u>139</u>	<u>145</u>	<u>156</u>
Hold a good job	33	31	27	35	45	40	33	15
Be self-supporting, independent	29	30	26	29	27	22	29	37
Get along in the world generally	19	17	23	18	11	20	20	22
More successful life, worth- while future	17	20	16	16	13	14	19	21
Learn to deal with others	13	11	18	14	7	14	13	18
Well-prepared for adulthood	12	14	12	11	6	4	14	24
Basic education, reading and writing	10	9	15	9	8	10	10	11
Develop into good citizens, serve the community	6	5	7	6	4	8	5	7
Higher living standard than parents	4	3	8	4	11	5	2	1
All other reasons	*	-	2	*	-	2	*	-
Don't know, unable to comment	3	3	4	3	4	5	4	-



PERCEIVED IMPORTANCE OF ELEMENTARY AND  
HIGH SCHOOL IN RESPONDENT'S LIFE AND PRESENT POSITION

	<u>Very Important</u> %	<u>Fairly Important</u> %	<u>A Little Important</u> %	<u>Not Important</u> %	<u>Not Sure/ Doesn't Apply</u> %
<u>All Respondents</u>	<u>67</u>	<u>18</u>	<u>8</u>	<u>4</u>	<u>3</u>
White	72	16	6	4	2
Black	59	23	12	3	3
Male	63	23	7	6	1
Female	73	14	9	2	2
18-24	57	26	8	8	1
25-34	66	20	11	3	-
35-49	72	16	6	4	2
50-64	73	13	7	2	5
65 and over+	73	12	10	2	3
8th grade or less	56	20	12	6	6
Some high school	56	22	13	7	2
High school graduate	77	15	5	2	1
College	78	17	4	1	-

PERCEIVED IMPORTANCE OF ELEMENTARY AND HIGH  
SCHOOL IN CHILDREN'S LIFE AND FUTURE POSITION

	<u>Very Important</u> %	<u>Fairly Important</u> %	<u>A Little Important</u> %	<u>Not Important</u> %	<u>Not Sure/ Doesn't Apply</u> %
<u>All Respondents</u>	<u>91</u>	<u>7</u>	<u>1</u>	-	<u>1</u>
Student	92	6	1	-	1
No student	89	9	1	-	1
White	93	6	1	-	-
Black	87	11	1	-	1
Male	87	10	1	-	2
Female	94	5	-	-	1
8th grade or less	89	10	-	-	1
Some high school	92	7	-	-	1
High school graduate	91	7	1	-	1
College	91	6	2	-	1

CROSS ANALYSIS: IMPORTANCE OF  
EDUCATION FOR RESPONDENT AND CHILD

All Respondents who Consider Their Education:

	<u>Very</u> <u>Important</u> %	<u>Fairly</u> <u>Important</u> %	<u>Little or</u> <u>Not Important</u> %
<u>Perceived Importance of</u> <u>Child's Education:</u>			
Very important	99	72	76
Fairly important	1	27	17
A little important	-	1	2
Not important	-	-	2
Not sure/Depends (VOL.)	-	-	3



TYPE OF EMPHASIS SELECTED AS  
BEST DESCRIBING LOCAL SCHOOLS

	<u>Type 1</u> %	<u>Type 2</u> %	<u>Type 3</u> %	<u>Type 4</u> %	<u>Not sure/ None</u> %
<u>All Respondents</u>	<u>41</u>	<u>11</u>	<u>10</u>	<u>15</u>	<u>23</u>
Student	45	10	10	13	22
No student	38	10	11	16	25
White	42	11	10	14	23
Black	39	11	12	15	23
Male	42	16	10	14	18
Female	40	6	10	16	28
Child grade school	52	10	10	10	18
Child middle school	37	11	10	16	26
Child high school	38	12	12	17	21
Urban	37	12	13	13	25
Suburban	51	14	8	13	14
Small town	40	9	9	16	26

School #1 feels that the most important task of the elementary schools is primarily intellectual, that is, to provide children with information; teach them reading, writing, and arithmetic; give them the ability to figure things out for themselves and a desire to learn more.

School #2 is primarily interested in social things, such as teaching students how to get along with others and be good citizens who are loyal to America.

School #3 is concerned with the personal development of students, that is, seeing that they possess a sense of right and wrong, develop into mature and stable persons, are in good physical condition, and learn to enjoy things like music and hobbies.

School #4 is most concerned about the more practical things, such as helping students choose the right occupation or college, giving them specialized job training, and preparing them for marriage and family living.

TYPE OF SCHOOL PARENTS WISH  
THEIR CHILD TO ATTEND<sup>1</sup>

	<u>Type 1</u> %	<u>Type 2</u> %	<u>Type 3</u> %	<u>Type 4</u> %	<u>Not sure/ None</u> %
<u>All Respondents</u>	<u>57</u>	<u>7</u>	<u>9</u>	<u>18</u>	<u>9</u>
Student	59	9	7	18	7
No student	54	5	11	18	12
White	60	4	11	17	8
Black	50	14	6	19	11
Male	57	7	10	20	6
Female	57	7	8	16	12
18-24	50	6	15	25	4
25-34	58	8	9	18	7
35-49	65	8	5	15	7
50-64	55	5	11	12	17
65 and over	39	10	10	12	29
Child grade school	52	10	10	10	18
Child middle school	37	11	10	16	26
Child high school	38	12	12	17	21
Piedmont	63	5	9	18	5
Midlands	54	4	10	17	15
Pee Dee	49	15	3	15	18
Low Country	58	8	12	19	3
Under 10 years	55	5	21	12	7

<sup>1</sup> See Table 23 for descriptions.

CROSS ANALYSIS: TYPE OF SCHOOL  
DESIRED BY TYPE DESCRIPTIVE OF LOCAL SCHOOLS

	---Type of School Desired---		
	<u>Intellectual</u>	<u>Social or</u>	<u>Practical</u>
	<u>%</u>	<u>%</u>	<u>%</u>
Intellectual (Type 1)	50	30	36
Social (Type 2)	10	15	13
Personal (Type 3)	10	15	12
Practical (Type 4)	11	20	27
Not sure/None	19	20	12



ASPECT OF SCHOOLING SELECTED AS MORE IMPORTANT

	<u>Educational</u> %	<u>Behavior</u> %	<u>Both Equal</u> %	<u>Neither</u> %	<u>Not Sure</u> %
<u>All Respondents</u>	<u>32</u>	<u>22</u>	<u>44</u>	<u>1</u>	<u>1</u>
Student	30	21	48	1	-
No student	35	23	40	-	2
White	33	23	43	1	-
Black	31	20	48	-	1
Male	33	22	43	1	1
Female	32	22	44	1	1
18-24	39	23	37	-	1
25-34	32	19	46	1	2
35-49	32	18	49	-	1
50-64	30	24	43	1	2
65 and over+	29	29	42	-	-
Child grade school	28	22	49	1	-
Schil middle school	32	20	48	-	-
Child high school	32	19	47	1	1
Piedmont	46	18	35	-	1
Midlands	32	21	45	1	1
Pee Dee	20	40	38	-	2
Low Country	26	16	57	1	-
Urban	36	18	43	1	2
Suburban	37	17	46	-	-
Small town	29	25	45	-	1
8th grade or less	28	19	50	1	2
Some high school	33	29	36	-	2
High school graduate	33	21	45	-	1
College	35	18	45	1	1

PERCEPTIONS OF WHICH ASPECT  
IS HANDLED BETTER BY SCHOOLS

	<u>Educational</u> %	<u>Behavior</u> %	<u>Both</u> <u>Equal</u> %	<u>Neither</u> %	<u>Not</u> <u>Sure</u> %
<u>All Respondents</u>	<u>46</u>	<u>9</u>	<u>24</u>	<u>8</u>	<u>13</u>
Student	50	10	27	6	7
No student	43	9	22	10	16
White	47	8	22	10	13
Black	45	13	30	5	7
Male	45	11	24	9	11
Female	47	8	25	7	13
Child grade school	51	10	28	6	5
Child middle school	52	12	20	7	9
Child high school	46	8	31	8	7

CROSS ANALYSIS: ASPECT SELECTED AS MORE  
IMPORTANT BY PERCEPTION OF WHAT SCHOOLS HERE PROVIDE

	<u>More Important Aspect:</u>		
	<u>Educational</u>	<u>Behavior</u>	<u>Both</u>
	<u>%</u>	<u>%</u>	<u>%</u>
<u>What schools provide:</u>			
Educational	60	46	36
Behavior	11	18	5
Both equal	14	12	38
Neither	6	11	9
Not sure	9	13	12



AMOUNT OF EMPHASIS DESIRED FORSELECTED LEARNING GOALS (m)@

	<u>Major</u> %	<u>Some</u> %	<u>Minor</u> %	<u>Not Appro- priate (VOL)</u> %	<u>(Not Sure)</u> %
Is able to read and understand written material	92	7	1	*	(1)
Understands mathematics for everyday problems	85	13	2	-	(2)
Respects laws and the welfare of others	85	14	1	*	(2)
Is aware of the damage illicit drugs can do	84	12	4	*	(2)
Knows right from wrong	83	14	2	1	(1)
Gets along with others	79	19	2	*	(1)
Develops career and occupational skills	78	19	3	-	(1)
Communicates effectively	76	20	4	-	(2)
Helps and respects own family	74	21	5	*	(2)
Develops a feeling of self-worth	74	22	4	*	(2)
Develops interest in and enjoys reading	73	22	5	-	(2)
Is prepared to enter college or technical or business school	73	24	13	-	(2)
Respects America and the democratic form of government	72	23	5	-	(2)
Listens to and appreciates others	70	26	4	*	(2)
Supports rights and freedoms of all individuals	70	26	4	-	(2)
Recognizes own personal strengths and weaknesses	68	26	6	*	(3)
Learns how to deal with a changing world	68	26	6	-	(2)
Expresses self adequately in writing	66	27	7	-	(2)
Understands scientific principles	39	46	15	-	(3)
Recognizes contributions made by other civilizations	38	44	17	1	(4)
Enjoys music and art in some capacity	22	54	24	-	(3)
Can speak a foreign language	19	42	39	*	(5)

GROUPS PLACING MAJOR EMPHASIS  
ON SELECTED LEARNING GOALS @

	Major Em- phasis, All Respondents %	Groups Most Likely to Place Major Emphasis %
Is able to read and understand material	92	Active parent 96 Low Country 94
Understands mathematics for everyday problems	85	Some high school 90
Respects laws and the welfare of others	85	PeeDee 93
Is aware of the damage illicit drugs can do	84	Some high school 92 50-64 92
Knows right from wrong	83	PeeDee 88 Black 88 50-64 88
Gets along with others	79	Low Country 85
Develops career and occupational skills	78	Black 83 Urban 83 Child grade school 83
Communicates effectively	76	College 86 Low Country 83
Helps and respects own family	74	PeeDee 82 Low Country 81
Develops a feeling of self-worth	74	Low Country 82
Develops interest in and enjoys reading	73	PeeDee 83 50-64 79
Is prepared to enter college or technical or business school	73	Low Country 79 Child grade school 78
Respects America and the democratic form of government	72	PeeDee 86 50-64 81 Child high school 81

GROUPS PLACING MAJOR EMPHASIS  
ON SELECTED LEARNING GOALS @

	Major Em- phasis, All Respondents		Groups Most Likely to Place Major Emphasis
	%		%
Listens to and ap- preciates others	70	Child grade school	79
		65 and over +	79
Supports rights and free- doms of all individuals	70	Low County	77
		Child middle school	75
Recognizes own personal strengths and weaknesses	68	Low County	75
		Under 10 years+	74
Learns how to deal with a changing world	68	Child middle school	77
		Low County	76
Expresses self adequately in writing	66	Active parent	73
		Child middle school	73
Understands scientific principles	39	Child high school	48
		Black	47
Recognizes contributions made by other civiliza- tions	38	PeeDee	49
		Child middle school	48
Enjoys music and art in some capacity	22	PeeDee	37
		Black	35
Can speak a foreign language	19	Black	32
		PeeDee	27



LEARNING GOALS PERCEIVED TO BE HANDLED  
BEST BY LOCAL SCHOOLS (m)

	All Respondents	Groups Most Likely to Say Do Best:	
	%		%
Understands mathematics for everyday problems	27	25-34	36
		Child grade school	34
		Suburban	34
Develops career and occupational skills	16	Child high school	24
		18-24	21
		Under 10 years	21
Is prepared to enter college or technical or business school	16	18-24	20
		Urban	20
Is able to read and understand written material	14	Suburban	22
Is aware of the damage illicit drugs can do	12	Child high school	20
		Low Country	18
Enjoys music and art in some capacity	10	Active parent	15
		College	14
Respects America and the democratic form of government	9	Under 10 years	13
Gets along with others	9	Child middle school	16
		Pee Dee	14
Knows right from wrong	7	Child grade school	13
		Child high school	12
Learns how to deal with a changing world	7	Child high school	11
		Low Country	11
Develops interest in and enjoys reading	6	Child grade school	12
		Active parent	12
Supports rights and freedom of all individuals	6	Child middle school	9
		Suburban	9
		High school graduate	9
Respects laws and the welfare of others	5	Pee Dee	9

(cont'd)

LEARNING GOALS PERCEIVED TO BE HANDLED  
BEST BY LOCAL SCHOOLS (m)

	<u>All</u> <u>Respondents</u> %	<u>Groups Most Likely to Say Do Best:</u> %
Listens to and appreciates others	4	Pee Dee Child grade school 11 8
Understands scientific principles	4	College 7
Communicates effectively	3	65 and over+ Suburban 7 7
Helps and respects own family	3	Some high school 8
Recognizes contributions made by other civilizations	3	Rural 25-34 6 6
Expresses self adequately in writing	3	College 6
Recognizes own personal strengths and weaknesses	2	Suburban 5
Develops a feeling of self worth	2	35-49 Child middle school 4 4
Can speak a foreign language	1	18-24 College 4 Under 10 years 3 3
None	3	
Not sure	29	

LEARNING GOALS ON WHICH SCHOOLS ARE  
PERCEIVED TO BE MOST IN NEED OF IMPROVEMENT (m)

	<u>All</u> <u>Respondents</u> %	<u>Groups Most Likely</u> <u>to Say In Need of Improvement:</u> %	
Is aware of the damage illicit drugs can do	26	Piedmont Some high school	37 31
Respect laws and the welfare of others	18	50-64 Suburban	24 24
Is able to read and understand written material	12	Child high school	17
Develops career and occupational skills	11	Men	15
Is prepared to enter college or technical or vocational school	11	High school graduate Piedmont Child high school	16 15 15
Gets along with others	11	18-24	17
Understands mathematics for everyday problems	10	35-49 Urban	16 14
Respects America and the democratic form of government	10	50-64	16
Supports rights and freedoms of all individuals	10	18-24 Low Country	14 14
Listens to and appreciates others	9	Low Country	17
Communicates effectively	9	College Suburban	16 13
Knows right from wrong	9	College Urban	16 15
Learns how to deal with a changing world	9	Suburban Midland	15 12

(cont'd)



LEARNING GOALS ON WHICH SCHOOLS ARE  
PERCEIVED TO BE MOST IN NEED OF IMPROVEMENT (m)

	<u>All</u> <u>Respondents</u> %	<u>Groups Most Likely</u> <u>to Say In Need of Improvement:</u> %
Develops a feeling of self-worth	8	College 11 Under 10 years 11 25-34 11
Helps and respects own family	7	College 10
Expresses self adequately in writing	7	25-34 12 College 12 Suburban 12
Develops interest in and enjoys reading	6	College 11 25-34 10
Recognizes own personal strengths and weaknesses	6	25-34 12 Under 10 years 11
Can speak a foreign language	5	18-24 9
Understands scientific principles	4	College 7
Enjoys music and art in some capacity	3	College 7 18-24 6 25-34 6
Recognizes contributions made by other civilizations	3	College 6

PERCEIVED IMPORTANCE OF SCHOOLS AVAILABLE  
IN CHOOSING NEIGHBORHOOD TO LIVE IN

	<u>Very Important</u> %	<u>Fairly Important</u> %	<u>Not Important</u> %	<u>Not Sure</u> %
<u>All Respondents</u>	<u>36</u>	<u>12</u>	<u>44</u>	<u>8</u>
Student	47	14	32	7
No student	27	9	53	11
Piedmont	29	13	50	8
Midlands	39	9	42	10
Pee Dee	24	13	54	9
Low Country	47	15	33	5

VOLUNTEERED SOURCES OF INFORMATION  
ABOUT QUALITY OF LOCAL SCHOOLS (m)

	<u>All Respondents</u> %	<u>Urban</u> %	<u>Suburban</u> %	<u>Small Town/ Rural</u> %
Friends and relatives	<u>26</u>	29	33	19
Neighbors	<u>24</u>	28	32	19
Lived here all my life	<u>21</u>	11	10	34
Principal, teachers	<u>10</u>	8	14	9
Real estate people	<u>6</u>	5	14	3
Other children	<u>2</u>	5	-	1
Visited schools	<u>2</u>	3	2	2
School board	<u>2</u>	2	3	1
All other sources	<u>7</u>	4	6	9
Don't know, unable to comment	<u>13</u>	18	8	9



PERCEIVED IMPORTANCE OF PROVIDING ELEMENTARY  
AND HIGH SCHOOL OPPORTUNITIES FOR ADULTS

	<u>Very Important</u> %	<u>Fairly Important</u> %	<u>Not Especially</u> %	<u>Not Sure</u> %
<u>All Respondents</u>	<u>72</u>	<u>18</u>	<u>8</u>	<u>2</u>
8th grade or less	74	16	5	5
Some high school	70	21	6	3
High school graduate	74	16	9	1
College	68	20	9	3

WHETHER PUBLIC SCHOOLS HAVE MET  
EXPECTATIONS FOR CHILDREN'S EDUCATION (c)

	<u>Exceeded</u> <u>%</u>	<u>Met</u> <u>%</u>	<u>Fallen</u> <u>Short</u> <u>%</u>	<u>Varies</u> <u>%</u>	<u>Not</u> <u>Sure</u> <u>%</u>
<u>All Respondents</u>	<u>6</u>	<u>46</u>	<u>34</u>	<u>6</u>	<u>8</u>
White	4	42	40	5	9
Black	8	52	24	8	8
Child grade school	8	51	27	6	8
Child middle school	4	45	38	8	5
Child high school	5	44	39	8	4
Piedmont+	6	47	29	8	10
Midlands	5	51	31	8	5
Pee Dee+	5	52	33	-	10
Low Country	7	37	42	7	7

PERCEPTIONS OF CREDIT OR BLAME  
FOR SCHOOLS MEETING OR FALLING SHORT OF EXPECTATIONS <sup>1</sup>

	<u>All</u> <u>Respondents</u> <u>%</u>	<u>White</u> <u>%</u>	<u>Black</u> <u>%</u>	<u>Child</u> <u>Grade</u> <u>School</u> <u>%</u>	<u>Child</u> <u>Middle</u> <u>School</u> <u>%</u>	<u>Child</u> <u>High</u> <u>School</u> <u>%</u>
Child	<u>8</u>	5	13	9	9	10
Teacher	<u>17</u>	14	20	19	14	8
School	<u>6</u>	8	2	7	3	3
Whole system	<u>59</u>	63	55	59	61	71
Everyone	<u>8</u>	10	5	6	11	6
Other	<u>2</u>	-	2	-	1	1
Not sure	-	-	3	-	1	1

1 Asked only of those who have children in public school and expressed an opinion on whether schools have met expectations.



LEVELS OF SATISFACTION WITH SOUTH CAROLINA SCHOOL SYSTEM

	<u>Very Satisfied</u> %	<u>Fairly Satisfied</u> %	<u>Not Really Satisfied</u> %	<u>Dis- satisfied</u> %	<u>Not Sure</u> %
<u>All Respondents</u>	<u>21</u>	<u>42</u>	<u>12</u>	<u>14</u>	<u>11</u>
Student	26	49	11	9	5
No student	18	37	12	17	16
Child grade school	27	51	7	11	4
Child middle school	25	49	13	9	4
Child high school	22	54	15	5	4
Under 10 years	14	37	18	10	21
Active parent	25	50	12	11	2
White	18	38	24	17	13
Black	27	50	9	7	7

EVALUATIONS OF SCHOOLS TODAY COMPARED  
TO THOSE WHEN RESPONDENT WAS IN SCHOOL

	<u>Better Today %</u>	<u>Same %</u>	<u>Worse Today %</u>	<u>Not Sure %</u>
<u>All Respondents</u>	<u>49</u>	<u>18</u>	<u>27</u>	<u>6</u>
Student	55	17	24	4
No student	47	18	28	7
White	43	20	31	6
Black	63	14	17	6
Male	44	21	31	4
Female	54	15	24	7
18-24	32	38	22	8
25-34	40	20	35	5
35-49	56	13	28	3
50-64	60	12	24	4
65 and over+	61	4	25	10
8th grade or less	68	7	19	6
Some high school	54	21	23	2
High school graduate	46	19	29	6
College	33	25	34	8

COMPARISONS OF SCHOOLS IN OWN AREA TO THOSE  
THROUGHOUT THE STATE

	<u>Better Here</u> %	<u>Same</u> %	<u>Worse Here</u> %	<u>Not Sure</u> %
<u>All Respondents</u>	<u>23</u>	<u>50</u>	<u>12</u>	<u>15</u>
Student	21	53	10	16
No student	24	49	12	15
Piedmont	21	59	7	13
Midlands	23	47	10	20
Pee Dee	19	57	11	13
Low Country	28	40	19	13



COMPARISONS OF SOUTH CAROLINA  
SCHOOLS TO THOSE IN OTHER STATES

	<u>Better Here</u> %	<u>Same</u> %	<u>Worse Here</u> %	<u>Not Sure</u> %
<u>All Respondents</u>	<u>12</u>	<u>36</u>	<u>31</u>	<u>21</u>
Student	12	34	29	25
No student	12	36	31	21
White	10	34	37	19
Black	16	39	18	37
Piedmont	10	50	24	16
Midlands	10	32	33	25
Pee Dee	12	38	26	24
Low Country	16	22	39	23

WHETHER RESPONDENT'S CHILDREN ENJOY SCHOOL (c)

	<u>Like</u> %	<u>Don't</u> <u>Like</u> %	<u>Depends</u> %	<u>Varies (Some</u> <u>Like, Some Don't)</u> %
<u>All Respondents</u>	<u>73</u>	<u>13</u>	<u>5</u>	<u>9</u>
Child grade school	79	6	4	11
Child middle school	65	17	6	12
Child high school	71	12	6	11

PERCEPTIONS OF QUALITY OF TEACHING  
BASIC SUBJECTS TODAY COMPARED TO FIVE YEARS AGO

	<u>Better</u> %	<u>Same</u> %	<u>Worse</u> %	<u>Not Sure</u> %
<u>All Respondents</u>	<u>37</u>	<u>33</u>	<u>20</u>	<u>10</u>
Student	43	32	18	7
No student	33	34	20	13
White	33	37	21	9
Black	47	24	17	12
18-24	43	33	20	4
25-34	35	34	26	5
35-49	39	32	21	8
50 and over	33	35	14	18



PERCEPTIONS OF DISCIPLINE TODAY  
COMPARED TO FIVE YEARS AGO

	<u>Better</u> %	<u>Same</u> %	<u>Worse</u> %	<u>Not</u> <u>Sure</u> %
<u>All Respondents</u>	<u>11</u>	<u>18</u>	<u>65</u>	<u>6</u>
Student	13	21	62	4
No student	9	17	67	7
White	5	18	71	6
Black	23	18	53	6
18-24	14	22	60	4
25-34	8	19	70	3
35-49	10	22	64	4
50 and over	12	11	68	9

Q19.

VOLUNTEERED PROBLEMS FACING SCHOOL SYSTEM, WITH SOLUTIONS (m)

	<u>All Respond- ents</u> %	<u>Pied- mont</u> %	<u>Mid- land</u> %	<u>Pee Dee</u> %	<u>Low Country</u> %	<u>White</u> %	<u>Black</u> %	<u>Students In Household</u> %	<u>No Student</u> %
<u>RACIAL PROBLEMS</u>									
<u>Total</u>	<u>28</u>	<u>22</u>	<u>25</u>	<u>25</u>	<u>31</u>	<u>30</u>	<u>19</u>	<u>28</u>	<u>22</u>
<u>Solutions:</u>									
Separate black and white schools as before	5	4	4	7	7	7	2	4	6
No bussing	5	6	6	3	2	6	1	4	5
Uniform discipline, don't favor blacks	3	3	1	1	5	3	2	4	1
Develop racial understanding between children, parents, teachers	3	2	4	3	4	1	7	6	1
No federal government control	2	1	2	3	2	3	-	3	1
Choice of schools, individual decision	2	2	1	1	3	2	2	1	2
Integration takes time	2	*	2	2	3	2	2	1	2
Racial balance, should be 50/50	1	-	-	1	2	1	*	-	*
All other solutions	1	*	*	2	-	*	1	1	*
Don't know any solutions	4	4	5	2	3	5	2	4	4

(cont'd)

Q19.

VOLUNTEERED PROBLEMS FACING SCHOOL SYSTEM, WITH SOLUTIONS (m)

	<u>All Respond- ents %</u>	<u>Pied- mont %</u>	<u>Mid- land %</u>	<u>Pee Dee %</u>	<u>Low Country %</u>	<u>White %</u>	<u>Black %</u>	<u>Students In Household %</u>	<u>No Student %</u>
<u>QUALITY OF TEACHERS AND EDUCATION</u>									
<u>Total</u>	<u>24</u>	<u>25</u>	<u>20</u>	<u>15</u>	<u>30</u>	<u>25</u>	<u>19</u>	<u>26</u>	<u>19</u>
<u>Solutions:</u>									
Better qualified teachers	7	4	8	3	10	8	4	7	7
Have teachers who care, give special attention	5	8	3	3	5	5	5	4	4
Raise teachers' salaries	4	7	3	1	6	6	1	6	3
Cooperation between teachers, students, and parents, schools	3	3	2	6	2	2	5	3	3
Grouping according to ability	1	-	1	1	2	1	-	1	1
Variety of courses	1	1	*	-	1	1	1	1	*
All other solutions	2	1	2	1	3	1	2	3	*
Don't know any solutions	1	1	1	-	1	1	1	1	1

(cont'd)



Q19.

VOLUNTEERED PROBLEMS FACING SCHOOL SYSTEM, WITH SOLUTIONS (m)

	<u>All Respond- ents</u> %	<u>Pied- mont</u> %	<u>Mid- land</u> %	<u>Pee Dee</u> %	<u>Low Country</u> %	<u>White</u> %	<u>Black</u> %	<u>Students In Household</u> %	<u>No Student</u> %
<u>DISCIPLINE</u>									
<u>Total</u>	<u>19</u>	<u>15</u>	<u>26</u>	<u>21</u>	<u>18</u>	<u>17</u>	<u>21</u>	<u>16</u>	<u>20</u>
<u>Solutions:</u>									
Stricter teachers; teachers have discipline authority	8	8	9	10	5	9	4	7	8
Schools should get tough	4	3	5	4	4	3	6	4	4
Better communication between students, teachers, and parents	3	3	5	4	4	2	6	2	5
All other solutions	2	-	4	3	1	1	3	1	1
Don't know any solutions	2	1	3	-	3	2	2	2	2
<u>DRUGS</u>									
<u>Total</u>	<u>12</u>	<u>20</u>	<u>8</u>	<u>10</u>	<u>5</u>	<u>10</u>	<u>9</u>	<u>9</u>	<u>12</u>
<u>Solutions:</u>									
Teach dangers of drugs	3	5	3	3	1	3	2	2	4
Stricter rules to keep drugs out of schools	3	6	1	2	1	3	2	2	3
Severely punish offenders	2	4	2	1	1	2	1	2	2
Discuss problems with parents	2	2	2	2	1	1	2	1	2
All other solutions	1	1	-	2	-	1	-	-	1
Don't know any solutions	1	2	*	-	1	*	2	2	*

(cont'd)

T45 (cont'd)

Q19.

VOLUNTEERED PROBLEMS FACING SCHOOL SYSTEM, WITH SOLUTIONS (m)

	<u>All Respond- ents</u> %	<u>Pied- mont</u> %	<u>Mid- land</u> %	<u>Pee Dee</u> %	<u>Low Country</u> %	<u>White</u> %	<u>Black</u> %	<u>Students In Household</u> %	<u>No Student</u> %
<u>OVERCROWDING</u>									
<u>Total</u>	<u>7</u>	<u>3</u>	<u>5</u>	<u>7</u>	<u>11</u>	<u>6</u>	<u>6</u>	<u>9</u>	<u>3</u>
<u>Solutions:</u>									
Build more schools	3	2	3	2	3	2	4	5	1
Hire more teachers	3	1	2	2	6	3	2	4	1
All other solutions	*	-	-	1	1	*	*	*	*
Don't know any solutions	1	*	-	2	1	1	*	*	1
<u>GENERAL ADMINISTRATION</u>									
<u>Total</u>	<u>8</u>	<u>11</u>	<u>7</u>	<u>3</u>	<u>5</u>	<u>9</u>	<u>4</u>	<u>8</u>	<u>6</u>
<u>Solutions:</u>									
More money	6	9	7	2	3	8	2	5	6
Improve food programs	1	*	*	1	1	-	2	2	-
All other solutions	1	2	*	-	1	1	*	1	*
Don't know any solution	*	-	*	-	-	-	*	*	-
<u>ALL OTHER PROBLEMS AND SOLUTIONS</u>	<u>3</u>	<u>3</u>	<u>2</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>4</u>	<u>3</u>	<u>3</u>
<u>DON'T KNOW ANY PROBLEMS OR SOLUTIONS</u>	<u>16</u>	<u>16</u>	<u>15</u>	<u>21</u>	<u>15</u>	<u>12</u>	<u>24</u>	<u>13</u>	<u>19</u>

T45  
(cont'd)

VOLUNTEERED STRENGTHS OF PUBLIC SCHOOL SYSTEM

	<u>All Respondents</u> %	<u>Student</u> %	<u>No Student</u> %	<u>White</u> %	<u>Black</u> %
<u>Total</u>	<u>103</u>	<u>115</u>	<u>87</u>	<u>101</u>	<u>97</u>
Fine school system, children receiving education; free	24	25	23	22	26
Well-qualified teachers	17	16	13	16	12
Variety of curriculum; classes for all types of students	7	6	7	9	2
Great athletic and sports programs	7	6	8	8	5
Good food program, breakfast and/or lunch	6	9	3	3	11
Physical plant and location helpful	5	4	5	5	4
Children get along with each other	5	7	3	4	5
Innovative programs; children learn more now	4	4	5	5	4
Good communication between teachers, parents, students	4	6	3	3	7
Successful reading program	3	5	2	3	3
Good extracurricular activities	3	4	1	3	1
Cross-section of students, get to know variety of people	3	4	2	4	3
Good mathematics program	2	4	1	2	2
Good discipline	2	3	1	2	1
Like the kindergarten	1	1	*	1	*
Good bus transportation	1	*	2	1	2
Teachers are paid well	*	-	*	*	-
Favorable, other specific programs	6	8	5	7	6
All other strengths	3	3	3	3	3
<hr/>					
Don't know any strengths	4	2	5	5	1
Don't know, unable to comment	28	22	33	25	33



VOLUNTEERED WEAKNESSES OF SCHOOL SYSTEM

	<u>All Respond- ents</u> %	<u>Student</u> %	<u>No Student</u> %	<u>White</u> %	<u>Black</u> %
<u>Total</u>	<u>109</u>	<u>125</u>	<u>117</u>	<u>139</u>	<u>78</u>
No discipline	17	13	18	20	10
Busing NFI	10	9	11	12	6
Over-crowded classrooms, not enough individual attention	8	11	6	9	7
Teachers not qualified	8	7	8	9	4
Racial situation; racial problem, NFI	8	8	8	8	8
Teachers have no authority; no control	7	7	8	6	8
Teachers not interested, not understanding	5	8	4	5	6
Drugs and smoking should be prohibited	4	3	4	5	1
Food program unsatisfactory	4	4	4	4	4
Improve building, better maintenance	4	5	3	5	2
Poor communications among parents, students, teachers	4	5	4	5	2
Busing: hard on children, distances, hours	4	4	5	5	2
Segregate schools, send blacks to black schools	4	4	5	5	2
Basic skills not stressed	3	4	3	4	1
Academic standards low	3	4	2	4	*
Integration lowered academic standards	3	2	4	5	-
Should have better athletic programs	2	2	1	2	-
Social promotion, blacks advance who are not equipped	2	2	2	3	1
Blacks favored, prejudice against whites	2	3	2	3	2
Improper dress, low moral standards	1	1	1	2	*
Teachers are underpaid	1	1	2	2	-

(cont'd)

VOLUNTEERED WEAKNESS OF SCHOOL SYSTEM

	All Respond- ents %	Student %	No Student %	White %	Black %
<u>Total</u>	<u>109</u>	<u>125</u>	<u>117</u>	<u>139</u>	<u>78</u>
Should improve vocational education	1	1	1	1	*
Need more teachers	1	1	1	1	*
Too little homework	1	2	*	1	1
Should group students according to ability	1	1	1	1	*
Busing: crowded, drivers too young	1	2	*	1	2
Extracurricular activities should be increased	*	1	-	*	*
All other weaknesses	10	10	9	11	9
-----					
Don't know, unable to comment	25	26	26	19	39

VOLUNTEERED AREAS TO WHICH SCHOOLS  
SHOULD PAY MORE ATTENTION

	<u>All</u> <u>Respond-</u> <u>ents</u> <u>%</u>	<u>White</u> <u>%</u>	<u>Black</u> <u>%</u>	<u>Child</u> <u>Grade</u> <u>School</u> <u>%</u>	<u>Child</u> <u>Middle</u> <u>School</u> <u>%</u>	<u>Child</u> <u>High</u> <u>School</u> <u>%</u>
<u>Total</u>	<u>99</u>	<u>117</u>	<u>80</u>	<u>95</u>	<u>103</u>	<u>91</u>
More/better discipline	19	26	9	18	17	19
Improve basic skills - "3R's"	12	17	5	13	15	10
Individualized attention	9	9	9	9	8	8
More and better qualified teachers	8	11	5	9	8	9
Stress importance of education	6	5	6	7	8	7
Teachers should be more responsive to students	5	4	7	4	6	4
Better communication between parents and teachers	5	4	5	3	5	4
Varied curriculum; more subjects	4	6	2	5	5	4
Better aptitude grouping	4	6	2	4	4	5
Smaller classes	4	5	2	2	4	2
Classes for slower learners	2	2	3	1	1	5
Vocational schools	2	3	2	2	2	2
More and better educational material	2	1	3	2	4	2
Racial problems - NFI	1	2	1	1	1	1
Blacks are favored/prejudice against whites	1	1	1	1	-	1
Provide classes for faster learners	1	2	-	-	-	-
Provide special education classes	1	2	1	1	1	-
Increase teachers' salaries	1	1	-	1	1	-
Integration has brought down academic standards	*	1	-	-	-	-
All other suggestions for improvement	12	9	17	12	13	8
-----	-----	-----	-----	-----	-----	-----
Don't know, unable to comment	22	14	35	29	24	24



Q24a.

PROGRAMS SELECTED FOR MORE ATTENTION AT THE ELEMENTARY SCHOOL LEVEL (m)

	All Respond- ents %	Stu- dent %	No Stu- dent %	Child Grade School %	Child Middle School %	Child High School %	Black %	White %	Ur- ban %	Sub- urban %	Small Town/ Rural %
Teaching students the skills of reading and writing	<u>71</u>	67	74	64	69	71	74	70	68	66	74
Teaching students how to solve problems and think for themselves	<u>49</u>	53	44	58	56	49	45	50	43	57	50
Teaching students how to respect law and authority	<u>38</u>	33	42	33	29	28	33	40	35	33	39
Teaching students how to get along with others	<u>37</u>	35	39	38	38	32	41	36	37	36	39
Teaching students the skills of speaking and listening	<u>25</u>	27	22	26	26	31	21	26	26	25	24
Teaching students the skills of mathematics	<u>20</u>	23	18	24	17	24	20	20	27	23	15
Teaching students about the world of today and yesterday	<u>13</u>	15	12	16	13	15	16	12	19	13	10
Teaching students health and physical education	<u>9</u>	11	8	10	13	11	11	8	8	8	10
Teaching students vocational skills	<u>7</u>	5	7	3	5	9	7	6	7	10	5
Teaching students about art, music, and drama	<u>4</u>	5	4	4	6	6	4	4	4	7	4
Teaching students about scientific principles	<u>1</u>	2	1	1	1	2	2	1	1	1	1

Q24b.

PROGRAMS SELECTED FOR MORE ATTENTION AT THE HIGH SCHOOL LEVEL (m)

	<u>All Respond- ents</u> %	<u>Stu- dent</u> %	<u>No Stu- dent</u> %	<u>Child Grade School</u> %	<u>Child Middle School</u> %	<u>Child High School</u> %	<u>Black</u> %	<u>White</u> %	<u>Ur- ban</u> %	<u>Sub- urban</u> %	<u>Small Town/ Rural</u> %
Teaching students how to solve problems and think for themselves	<u>46</u>	42	48	39	41	47	38	50	50	55	42
Teaching students vocational skills	<u>44</u>	43	45	48	40	41	44	45	44	43	46
Teaching students how to respect law and authority	<u>41</u>	39	43	41	39	35	40	42	42	39	40
Teaching students the skills of mathematics	<u>23</u>	22	20	22	20	20	22	23	22	19	23
Teaching students about the world of today and yesterday	<u>20</u>	19	21	19	23	23	18	21	22	23	18
Teaching students how to get along with others	<u>19</u>	22	18	20	20	23	25	16	19	20	18
Teaching students the skills of reading and writing	<u>18</u>	18	18	15	23	23	19	18	13	24	20
Teaching students the skills of speaking and listening	<u>17</u>	17	15	14	23	21	16	17	16	16	16
Teaching students health and physical education	<u>13</u>	11	16	11	10	12	12	14	12	10	16
Teaching students about scientific principles	<u>12</u>	11	11	13	10	10	8	14	17	11	10
Teaching students about art, music, and drama	<u>9</u>	10	8	11	8	9	10	9	10	9	9

PERCEIVED INFLUENCE OF VARIOUS GROUPS  
ON EDUCATION IN RESPONDENT'S COMMUNITY @

	<u>Great</u> %	<u>Some</u> %	<u>Little</u> %
Teachers	55	38	7
Parents	49	35	16
Principals	48	40	12
Federal government	41	34	25
Superintendent	38	45	17
State Board of Education	38	44	18
Courts	38	33	29
Local school board	32	48	20
General Assembly	29	39	32
Governor	26	36	38



EVALUATIONS OF AMOUNT OF  
HOMEWORK GIVEN CHILD (c)

	<u>Too</u> <u>Much</u> <u>%</u>	<u>About</u> <u>Right</u> <u>%</u>	<u>Too</u> <u>Little</u> <u>%</u>	<u>Depends</u> <u>%</u>	<u>Not</u> <u>Sure</u> <u>%</u>
<u>All Respondents</u>	<u>8</u>	<u>50</u>	<u>24</u>	<u>10</u>	<u>8</u>
White	7	47	22	13	11
Black	10	55	26	6	3
Male	5	49	27	13	6
Female	11	51	20	7	11
Child grade school	5	51	26	10	8
Child middle school	10	44	26	13	7
Child high school	8	49	25	12	6

EVALUATIONS OF SCHOOLS' REPORTS  
ON PROGRESS OF CHILD (c)

	<u>Excellent</u> %	<u>Above Average</u> %	<u>Average</u> %	<u>Below Average</u> %	<u>Poor</u> %	<u>Varies/ Not Sure</u> %
<u>All Respondents</u>	<u>23</u>	<u>20</u>	<u>37</u>	<u>5</u>	<u>8</u>	<u>7</u>
White	19	19	37	6	11	8
Black	31	22	36	4	4	3
Male	18	23	37	4	10	8
Female	29	17	36	7	6	5
Child grade school	22	24	32	6	8	8
Child middle school	18	19	43	5	11	4
Child high school	26	20	42	5	4	3

EVALUATIONS OF TEACHER PREPARATION

	<u>Very Well Prepared</u> %	<u>Fairly Well Prepared</u> %	<u>Not Really Well Prepared</u> %	<u>Ill Prepared</u> %	<u>Not Sure</u> %
<u>All Respondents</u>	<u>29</u>	<u>50</u>	<u>9</u>	<u>3</u>	<u>9</u>
Student	30	57	6	3	4
No student	28	46	10	2	14
Child grade school	32	54	5	3	6
Child middle school	26	59	10	1	4
Child high school	29	59	7	1	4
Piedmont	36	51	5	3	5
Midlands	18	55	10	3	14
Pee Dee	37	50	6	2	5
Low Country	27	43	13	2	15
South Carolina schools	29	50	9	3	9
Under 10 years	19	56	11	2	12
Active parent	30	55	8	2	5



PERCEPTIONS OF LOCAL BOARD OF  
EDUCATION'S CONCERN WITH PARENTS' OPINIONS

	<u>Very Concerned</u> %	<u>Fairly Concerned</u> %	<u>Not Especially Concerned</u> %	<u>Not Sure</u> %
<u>All Respondents</u>	<u>18</u>	<u>46</u>	<u>25</u>	<u>11</u>
Student	15	50	26	9
No student	19	43	24	14
Piedmont	14	55	24	7
Midlands	17	47	25	11
Pee Dee	26	43	18	13
Low Country	18	37	32	13

PERSON TO WHOM RESPONDENT WOULD TAKE  
COMPLAINTS ABOUT PUBLIC SCHOOL SYSTEM

	<u>All</u> <u>Respondents</u> <u>%</u>	<u>Student</u> <u>%</u>	<u>No</u> <u>Student</u> <u>%</u>	<u>Male</u> <u>%</u>	<u>Female</u> <u>%</u>
Teacher	<u>20</u>	23	19	15	26
Principal	<u>36</u>	48	29	40	34
Superintendent	<u>14</u>	11	16	15	11
School Board	<u>16</u>	8	20	18	14
Public official	<u>4</u>	4	5	6	2
Someone else	<u>1</u>	1	-	1	-
Not sure	<u>9</u>	5	11	5	13

PREDICTED RECEPTIVITY OF VARIOUS  
OFFICIALS TO PARENT'S COMPLAINT

<u>All Those who Would Complain To:</u>					
	<u>Total</u>	<u>Teacher</u>	<u>Principal</u>	<u>Super-</u>	<u>School</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>intendent</u>	<u>Board</u>
				<u>%</u>	<u>%</u>
<u>Degree of Attention:</u>					
<u>Attention official</u>					
<u>would pay:</u>					
A lot	29	35	36	32	17
Some	35	45	44	29	30
Little	15	11	11	17	26
None	6	1	3	11	13
Not sure	15	8	6	11	14



WHETHER MEMBERS OF THE LOCAL  
BOARD OF EDUCATION SHOULD BE ELECTED

	<u>Good Idea</u> %	<u>Bad Idea</u> %	<u>Not Sure</u> %
<u>All Respondents</u>	<u>43</u>	<u>39</u>	<u>18</u>
Student	49	37	14
No student	42	41	17
White	49	36	15
Black	36	49	15
Piedmont	47	39	14
Midlands	47	42	11
Pee Dee	31	38	31
Low Country	48	38	14
South Carolina schools	42	42	16
Under 10 years	61	23	16

AWARENESS OF FIVE-YEAR PLAN FOR EDUCATION  
ADOPTED BY THE STATE BOARD OF EDUCATION

	Heard Of %	Not Heard Of %	Not Sure %
<u>All Respondents</u>	<u>7</u>	<u>82</u>	<u>11</u>
White	9	81	10
Black	4	83	13
18-24	8	86	6
25-34	10	81	9
35-49	7	77	16
50-64	6	84	10
65 and over+	2	82	16
Piedmont	8	84	8
Midlands	6	84	10
Pee Dee	12	77	11
Low Country	5	80	15

VOLUNTEERED GOALS OF FIVE-YEAR PLAN<sup>1</sup>

	<u>All Respondents+</u> %
Heard of plan but don't know any goals	82
Any goal specified	16
Don't know, unable to comment	2

<sup>1</sup> Based on those who had heard of the plan



PREDICTIONS OF PUBLIC SCHOOL  
QUALITY FIVE YEARS FROM NOW (c)

	<u>Better</u> %	<u>Worse</u> %	<u>About the</u> <u>Same</u> %	<u>Not</u> <u>Sure</u> %
<u>All Respondents</u>	<u>38</u>	<u>15</u>	<u>36</u>	<u>11</u>
Child grade school	39	13	36	12
Child middle school	39	20	33	8
Child high school	28	15	41	16

VOLUNTEERED WAYS IN WHICH SCHOOLS SHOULD BE IMPROVED (m)

	All Respond- ents %	Stu- dent %	No Stu- dent %	White %	Black %	Urban %	Sub- urban %	Small Town/ Rural %
<u>Total</u>	<u>148</u>	<u>152</u>	<u>139</u>	<u>162</u>	<u>116</u>	<u>157</u>	<u>155</u>	<u>135</u>
Discipline; strict rules; teacher authority	29	31	27	32	21	40	31	21
More and better teachers, better teaching methods	17	16	17	20	12	16	20	17
Smaller classes; indi- vidual attention	11	12	9	13	5	12	10	10
Relevant curriculum -- improve quality of education	10	10	9	12	5	12	11	8
New schools/better maintenance of present facilities	8	10	5	7	10	6	3	10
Vocational training/ career counselling	7	7	7	8	3	7	12	5
Cooperation between races; improve race relations	7	6	7	5	12	7	10	6
Teach basics -- 3 "R's"	7	7	7	9	3	8	11	5
Racial problems; against integration	6	5	6	7	3	4	2	7
Drugs -- educational prevention	5	4	5	5	3	6	8	3
Dedicated teachers; interested in students	5	5	4	5	6	4	8	5
Special education for slow learners	5	4	5	7	1	3	5	6
More and better educational materials/ books/equipment	3	5	3	3	5	4	1	4
Motivate students; stress importance of education	3	3	3	3	1	5	-	3

(cont'd)

VOLUNTEERED WAYS IN WHICH SCHOOLS SHOULD BE IMPROVED (m)

	<u>All Respond- ents %</u>	<u>Stu- dent %</u>	<u>No Stu- dent %</u>	<u>White %</u>	<u>Black %</u>	<u>Urban %</u>	<u>Sub- urban %</u>	<u>Small Town/ Rural %</u>
<u>Total</u>	<u>148</u>	<u>152</u>	<u>139</u>	<u>162</u>	<u>116</u>	<u>157</u>	<u>155</u>	<u>135</u>
Ability grouping -- especially for fast learners	3	4	3	4	1	2	2	4
Stop busing--- go to school of your choice	3	3	4	4	1	5	4	2
Better teacher-student relationship	3	2	4	4	2	4	1	3
Communication between teachers and parents	3	4	2	3	3	1	3	3
Better athletic programs; more sports	3	3	2	2	4	2	1	3
Better quality lunches	2	4	1	2	3	2	3	2
School spirit; pride in the schools	2	1	2	2	2	2	1	2
Improve bus service -- more buses; better drivers, scheduling	2	3	2	2	3	1	4	2
Extracurricular activities	2	2	1	1	3	2	4	1
Dress codes for teachers and students	1	-	2	1	1	2	-	1
All other ways	1	1	2	1	3	*	-	2
-----								
Don't know, unable to comment	17	16	18	12	27	10	9	23



FEELINGS TOWARD LIKELIHOOD OF CHANGES  
OCCURRING IN THE NEXT FIVE YEARS

	<u>Yes</u> <u>%</u>	<u>No</u> <u>%</u>	<u>Depends</u> <u>%</u>	<u>Not Sure</u> <u>%</u>
<u>All Respondents</u>	<u>36</u>	<u>22</u>	<u>10</u>	<u>32</u>
Student	36	22	12	30
No student	35	23	9	33
White	33	27	11	29
Black	41	10	10	39

VOLUNTEERED REASONS WHY CHANGES WILL NOT OCCUR (m)<sup>1</sup>

	All Respond- ents %	Stu- dent %	No Student %	South Carolina Schools %	Active Parent+ %
<u>Total</u>	<u>95</u>	<u>89</u>	<u>96</u>	<u>92</u>	<u>95</u>
Lack of discipline	14	15	14	13	16
Need more community involvement; people should complain	13	9	14	10	11
Money won't be spent	10	13	9	9	11
Schools/school system must take initiative	9	9	9	8	14
Politics	9	8	11	8	7
Sub-standard teachers	8	9	6	10	12
Haven't improved so far; why now?	7	6	7	8	7
Not with forced integration	4	1	7	5	1
Discrimination against blacks	3	3	1	2	3
It will never happen -- NFI	3	1	5	3	1
Need less government interference	3	5	1	3	4
People don't care about education	2	1	2	3	-
All other reasons	10	9	10	10	8
-----					
Don't know, unable to comment	11	13	11	11	11

<sup>1</sup> Based on those who said that the changes would not occur.

PERCEPTIONS OF WHETHER SCHOOLS ARE MORE CONCERNED WITH DEVELOPING  
INDIVIDUAL OR WITH PROVIDING BASIC LEVEL OF EDUCATION FOR ALL

	<u>All</u> <u>Respondents</u> <u>%</u>	<u>Student</u> <u>%</u>	<u>No</u> <u>Student</u> <u>%</u>
Individual	<u>9</u>	13	8
General level	<u>80</u>	78	79
Not sure	<u>11</u>	9	13



EVALUATIONS OF SCHOOLS' SUCCESS AT  
MEETING NEEDS OF ALL STUDENTS (c)

	<u>All</u> <u>Respondents</u> %
Above average	8
Average	67
Below average	20
Not sure	5

FACTORS SELECTED AS MEASURES OF  
SCHOOL SYSTEM QUALITY (m)

	<u>All</u> <u>Respondents</u> <u>%</u>	<u>Student</u> <u>%</u>	<u>No</u> <u>Student</u> <u>%</u>	<u>White</u> <u>%</u>	<u>Black</u> <u>%</u>
<u>Primary</u>					
Strict discipline by schools	<u>30</u>	29	31	32	27
Individualized attention	<u>25</u>	26	22	28	16
Absence of racial problems	<u>23</u>	23	21	21	26
Good vocational courses	<u>23</u>	21	26	22	25
High scores on standardized tests	<u>22</u>	23	21	24	16
Most students going to college	<u>22</u>	16	25	23	18
Special classes for slow learners	<u>22</u>	26	20	20	28
Small classes	<u>21</u>	22	19	21	19
<u>Secondary</u>					
Many older, experienced teachers	<u>16</u>	14	18	13	22
Concentration on basic subjects	<u>13</u>	12	14	14	9
Career counseling	<u>11</u>	12	11	11	11
Good school spirit	<u>11</u>	13	11	10	15
Special classes for fast learners	<u>10</u>	10	9	10	8
<u>Minor</u>					
Local pride in schools	<u>9</u>	9	9	12	4
Many younger teachers with latest ideas	<u>8</u>	8	7	6	11
High grades	<u>6</u>	6	5	6	5
New experimental classes	<u>3</u>	4	3	3	4
Large local expenditures	<u>2</u>	2	1	1	2
New classroom facilities	<u>2</u>	4	1	2	3
Not sure	<u>2</u>	2	3	1	4

ATTITUDES ON RAISING TAXES TO  
PROVIDE MORE MONEY FOR SCHOOLS

	<u>Favor</u> %	<u>Oppose</u> %	<u>Not Sure</u> %
<u>All Respondents</u>	<u>45</u>	<u>39</u>	<u>16</u>
Student	49	37	14
No student	42	41	17
White	49	36	15
Black	36	49	15
Male	48	39	13
Female	42	40	18
18-24	49	35	16
25-34	48	37	15
35-49	45	43	12
50-64	40	43	17
65 and over+	39	41	20
Child grade school	48	36	16
Child middle school	49	39	12
Child high school	53	38	9
Piedmont	47	39	14
Midlands	47	42	11
Pee Dee	31	38	31
Low Country	48	38	14
Urban	40	44	16
Suburban	58	38	4
Small town/Rural	46	36	18
Under 10 years	61	23	16



EVALUATIONS OF HOW WELL EDUCATION  
MONIES ARE SPENT

	<u>Well Utilized</u> %	<u>Wasted</u> %	<u>Some of Both (VOL.)</u> %	<u>Not Sure</u> %
<u>All Respondents</u>	<u>38</u>	<u>25</u>	<u>26</u>	<u>11</u>
Student	43	25	21	11
No student	35	26	28	11
18-24	34	30	24	12
25-34	36	28	26	10
35-49	37	28	26	9
50 and over	41	19	26	14
Child grade school	44	24	21	11
Child middle school	36	31	22	11
Child high school	43	21	22	14

PREDICTIONS OF EFFECT A 10% CUTBACK  
WOULD HAVE ON QUALITY OF EDUCATION

	<u>Hurt</u> <u>Quality</u> %	<u>Cut</u> <u>Excess</u> %	<u>Some</u> <u>of Both</u> %	<u>Not</u> <u>Sure</u> %
<u>All Respondents</u>	<u>40</u>	<u>32</u>	<u>15</u>	<u>13</u>
Student	44	29	12	15
No student	36	35	15	14
Piedmont	49	28	9	14
Midlands	34	43	14	13
Pee Dee	25	33	17	25
Low Country	46	28	15	11

CROSS ANALYSIS: ATTITUDES ON RAISING TAXES  
BY HOW WELL EDUCATION MONIES ARE SPENT

	<u>Attitudes on Raising Taxes:</u>		
	<u>Favor</u>	<u>Oppose</u>	<u>Not Sure</u>
	<u>%</u>	<u>%</u>	<u>%</u>
<u>Education monies:</u>			
Well utilized	48	29	29
Wasted	16	42	9
Some of both	28	21	32
Not sure	8	8	30



ATTITUDES TOWARD SUGGESTED  
CUTS IN EDUCATION SPENDING @

	<u>Favor</u> %	<u>Oppose</u> %	<u>(Not Sure)</u> %
Reduce the number of administrative personnel			
<u>All Respondents</u>	<u>67</u>	<u>33</u>	<u>(15)</u>
Student	62	38	
No student	70	30	
Cut out after-school activities			
<u>All Respondents</u>	<u>49</u>	<u>51</u>	<u>(16)</u>
Student	46	54	
No student	49	51	
Stop building of new facilities			
<u>All Respondents</u>	<u>44</u>	<u>56</u>	<u>(15)</u>
Student	39	61	
No student	49	51	
Have schools run on a 12-month basis, with three-month vacations for students and one month for teachers			
<u>All Respondents</u>	<u>39</u>	<u>61</u>	<u>(25)</u>
Student	38	62	
No student	41	59	
Reduce janitorial and maintenance services for school buildings			
<u>All Respondents</u>	<u>37</u>	<u>63</u>	<u>(13)</u>
Student	33	67	
No student	40	60	

(cont'd)

ATTITUDES TOWARD SUGGESTED  
CUTS IN EDUCATION SPENDING @

	<u>Favor</u> %	<u>Oppose</u> %	<u>(Not Sure)</u> %
Reduce the amount of supplies and materials teachers use in the classroom			
<u>All Respondents</u>	<u>30</u>	<u>70</u>	<u>(18)</u>
Student	26	74	
No student	33	67	
Reduce the number of subjects offered			
<u>All Respondents</u>	<u>21</u>	<u>79</u>	<u>(16)</u>
Student	20	80	
No student	22	78	
Stop purchasing new books			
<u>All Respondents</u>	<u>21</u>	<u>79</u>	<u>(12)</u>
Student	19	81	
No student	24	76	
Reduce special services (speech and hearing therapy)			
<u>All Respondents</u>	<u>17</u>	<u>83</u>	<u>( 13)</u>
Student	19	81	
No student	16	84	
Reduce the number of teachers by increasing class size			
<u>All Respondents</u>	<u>10</u>	<u>90</u>	<u>( 8)</u>
Student	10	90	
No student	9	91	

PROGRAMS SELECTED TO BE CUT LAST (m)

	<u>A11</u> <u>Respondents</u> %	<u>Groups Most in Favor of Cutting Last</u> %
Reduce the number of teachers by increasing class size	50	College 61 Piedmont 58 Child grade school 58
Reduce special services (speech and hearing therapy)	19	25-34 28 Piedmont 27 Suburban 26
Reduce the number of subjects offered	17	Low Country 23 Child middle school 23
Stop purchasing new books	14	Low Country 20 Active parent 20 Child high school 19
Reduce the amount of supplies and materials teachers use in the class- room	10	Midland 14
Stop building of new facilities	8	Midland 12
Cut out after-school activities	8	Low Country 14 18-24 12
Reduce the number of administrative personnel	6	Midland 9 Urban 9 Low Country 9 College 9
Have schools run on a 12-month basis, with three-month vacations for students and one month for teachers	6	Pee Dee 11 Some high school 9 25-34 9 Child middle school 9
Reduce janitorial and maintenance services for school buildings	5	Low Country 8 Black 8



PREFERENCES FOR OWN CHILDREN'S  
LEVEL OF EDUCATION (c)

	All Respond- ents <u>%</u>	White <u>%</u>	Black <u>%</u>	Child Grade School <u>%</u>	Child Middle School <u>%</u>	Child High School <u>%</u>
Elementary	<u>*</u>	-	1	1	-	-
Some high school	<u>1</u>	-	1	1	1	1
High school graduate	<u>16</u>	13	21	17	16	19
Some college	<u>9</u>	11	7	13	9	9
College graduate	<u>62</u>	63	56	60	61	60
Postgraduate	<u>11</u>	13	8	7	12	10
Don't know	<u>1</u>	-	6	1	1	1

APPENDIX

This study is based on a sample which is an accurate cross-section of all the adult residents of South Carolina; the sample was drawn from Census Bureau estimates of the 1970 adult population in all of South Carolina's school districts. To represent accurately the state's adult population, the cluster size (the number of interviews taken at each point) was kept to seven. In all 97 different clusters were chosen, which produced a total of 664 interviews with residents aged 18 or older.

Age and sex quotas were assigned and filled in all sample points. As agreed, 80 percent of those interviewed were under 50 years of age. All in all, 174 respondents were between the ages of 18 and 24, 157 between 25 and 34, 212 between 35 and 49, and 136 aged 50 and over. These raw figures were then weighted so that overall results would reflect a representative cross-section of the South Carolina adult population. A weight of 0.8 was assigned to every respondent under the age of 50; 1.6 for those aged 50 to 64; and 1.4 for those aged 65 and older.

To qualify for an interview, each respondent was required to answer a screening question to establish that he or she is not employed in any way whatever by a South Carolina public school system.

Sampling was done in two stages:

1. All 93 school districts were ranked in order of size according to their 1970 adult population. Sample school districts were then selected at random, proportionate to their size as measured by total adult population.



2. In addition, for the state's three largest cities--Greenville, Charleston, and Columbia--census tracts were ranked in order of size according to 1970 population. Sample points were then selected at random, proportionate to size as measured by the total population of each city.

All interviews were conducted in person, in the homes of the respondents. Each interview lasted approximately 50 minutes. When the completed questionnaires were received in Washington, a sub-sample of the respondents was telephoned to verify that the data had been recorded accurately. The questionnaires were key-punched and the data tabulated by standard computer equipment.

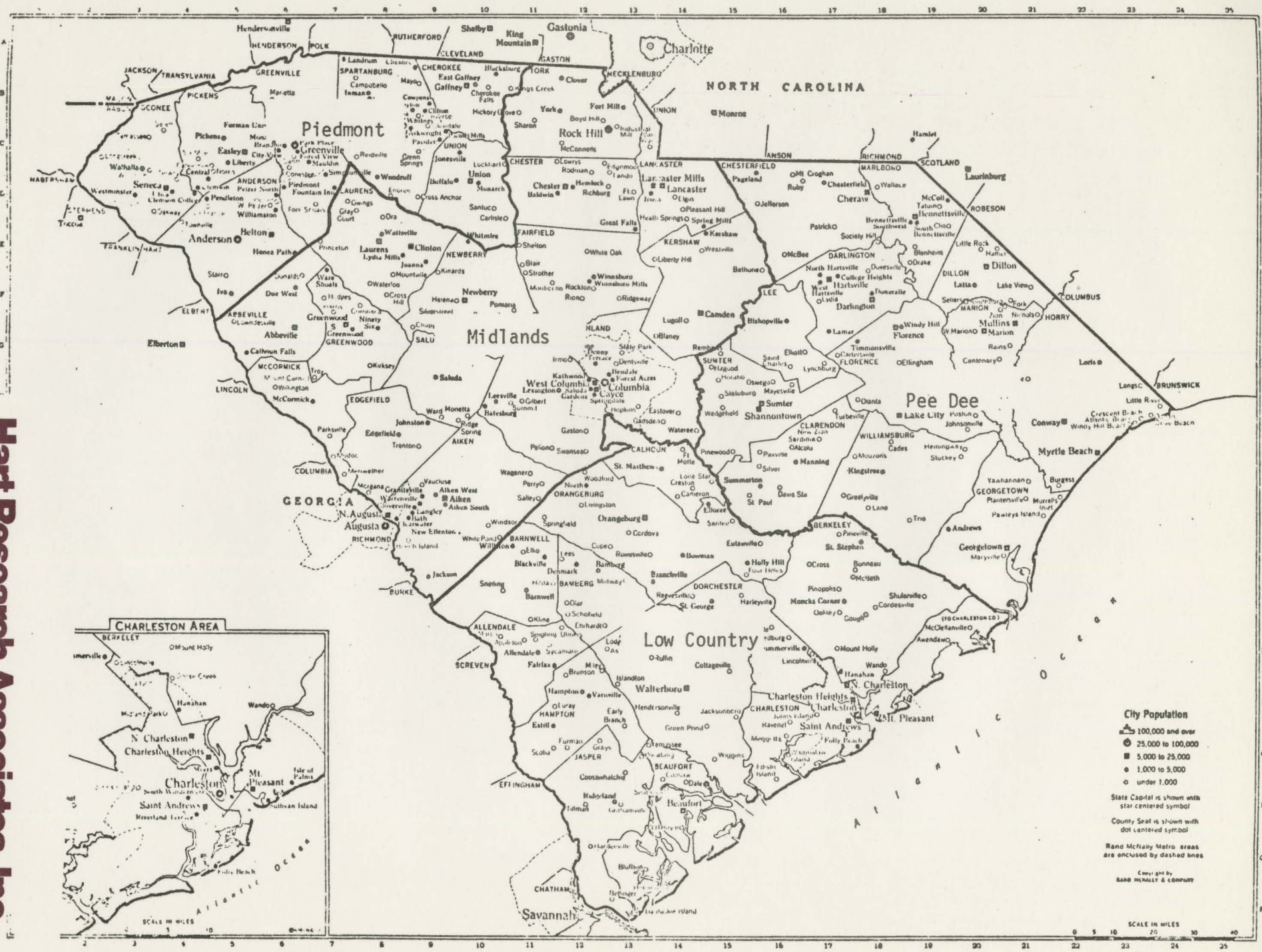
In reading the data, it should be kept in mind that the results are subject to sampling error, that is, the difference between the results obtained from the sample and those which would be obtained by surveying the entire population. The size of a possible sampling error varies in samples, to some extent, with the sample size and with the percentage giving a particular answer. The following table sets forth the range of error in samples of different sizes and at different percentages of response.

RECOMMENDED ALLOWANCE FOR SAMPLING ERROR

	In Percentage Points (at 95 in 100 confidence level)*			
	- - - - Sample Size - - - -			
	<u>600</u>	<u>400</u>	<u>200</u>	<u>100</u>
Percentages near 10	2	3	4	6
Percentages near 20	3	4	5	8
Percentages near 30	4	5	6	9
Percentages near 40	4	5	6	10
Percentages near 50	4	5	6	10
Percentages near 60	4	5	6	10
Percentages near 70	4	5	6	9
Percentages near 80	3	4	5	8
Percentages near 90	2	3	4	6

\*The chances are 95 in 100 that the sampling error is not larger than the figures shown.







OVERVIEW OF THE SAMPLE

	<u>Number of Respondents</u> #	<u>Proportion of Total Sample</u> %	<u>Weighted Number of Respondents</u> <sup>1</sup> #	<u>Weighted Prop. of</u> <sup>1</sup> <u>Sample</u> %
<u>All Voters</u>	<u>664</u>	<u>100</u>	<u>628</u>	<u>100</u>
<u>Area</u>				
Piedmont	191	29	179	28
Midlands	210	31	200	32
Pee Dee	97	15	93	15
Low Country	166	25	156	25
<u>Income</u>				
Under \$5,000	133	20	139	22
\$5,000-\$6,999	84	13	78	12
\$7,000-\$9,999	140	21	125	20
\$10,000-\$12,499	78	12	70	11
\$12,500-\$14,999	53	8	49	8
\$15,000-\$19,999	74	11	69	11
\$20,000-\$24,999	37	6	34	5
\$25,000 and over	29	4	27	4
Not sure/Refused	104	16	102	16
<u>Student in Household</u>				
Student	290	44	251	40
No student	320	48	334	53
<u>Sex</u>				
Women	323	49	299	48
Men	336	51	323	52

<sup>1</sup> Weighted as follows: 18-49, 0.8; 50-64, 1.6; 65 and over, 1.4.

(cont'd)

OVERVIEW OF THE SAMPLE

	Number of Respondents #	Proportion of Total Sample %	Weighted Number of Respondents <sup>1</sup> #	Weighted Prop. of Sample <sup>1</sup> %
<u>All Voters</u>	<u>664</u>	<u>100</u>	<u>628</u>	<u>100</u>
<u>Age</u>				
18-24	167	25	134	21
25-34	156	23	125	20
35-49	206	32	165	27
50-64	83	13	133	21
65 and over	49	7	69	11
<u>Race</u>				
White	458	69	432	69
Black	204	31	194	31
<u>Respondents' Education</u>				
8th grade or less	119	18	129	21
Some high school	148	22	142	23
High school graduate	232	36	207	33
Some college	81	12	71	11
2-year college graduate	19	3	17	3
4-year college graduate	42	6	40	6
Postgraduate	23	3	22	3
<u>Religious Preference</u>				
Baptist	348	52	328	53
Methodist	108	16	104	17
Presbyterian	42	6	39	6
Episcopalian	19	3	19	3
Other Protestant	78	12	75	12
Catholic	24	4	21	3
Other/None	43	7	39	6

<sup>1</sup> Weighted as follows: 18-49, 0.8; 50-64, 1.6; 65 and over, 1.4.

(cont'd)

OVERVIEW OF THE SAMPLE

	<u>Number of Respondents</u> #	<u>Proportion of Total Sample</u> %	<u>Weighted Number of Respondents</u> <sup>1</sup> #	<u>Weighted Prop. of</u> <u>Sample</u> <sup>1</sup> %
<u>All Voters</u>	<u>664</u>	<u>100</u>	<u>628</u>	<u>100</u>
<u>Occupants</u>				
Professional	60	9	53	9
Executive, manager, proprietor	74	11	65	11
Sales	36	6	33	5
White collar, civil service	51	8	46	8
Skilled labor	160	23	140	22
Semi- and unskilled labor	133	20	118	18
Farm	18	3	17	3
Military related job	11	2	9	2
Retired	88	13	115	17
Other	34	5	29	5
<u>Child's Position</u>				
Child in grade school	206	31	173	28
Child in middle school	135	20	110	17
Child in high school	124	19	110	17
<u>Ideology</u>				
Liberal	83	13	75	12
Progressive	103	16	90	14
Middle-of-the-road	233	35	216	35
Conservative	177	27	180	29
Very conservative	59	9	59	10

<sup>1</sup> Weighted as follows: 18-49, 0.8; 50-64, 1.6; 65 and over, 1.4.

(cont'd)



OVERVIEW OF THE SAMPLE

	<u>Number of Respondents</u> #	<u>Proportion of Total Sample</u> %	<u>Weighted Number of Respondents</u> #	<u>Weighted Prop. of</u> <u>Sample</u> %
<u>All Voters</u>	<u>664</u>	<u>100</u>	<u>628</u>	<u>100</u>
<u>Type of Community</u>				
Urban	204	32	195	32
Suburban	98	15	89	14
Small town	296	46	282	46
Rural	46	7	43	7
<u>Other</u>				
Heard of 5-year plan	50	8	45	7
Went to S. C. school	550	83	518	83
Active parent	224	34	194	31
Resident under 10 years	88	13	75	12

<sup>1</sup> Weighted as follows: 18-49, 0.8; 50-64, 1.6; 65 and over, 1.4

Peter D. Hart Research Associates, Inc.  
1529 O St. NW  
Washington, D.C. 20005  
(202) 234-5570

Study 1337  
August 1975  
South Carolina

Interviewer: \_\_\_\_\_  
City/Town: \_\_\_\_\_  
County: \_\_\_\_\_  
Sex: Male \_\_\_\_\_ Female \_\_\_\_\_

Sample Point  
Number Here

9	10	11	12	13	14
---	----	----	----	----	----

Hi, I'm from Hart Research in Washington. We are conducting a survey in South Carolina, and I'd like to ask you a few questions.

1a. Is anyone in this household a teacher or employed in another professional position with the public school system?

Yes. . . . . 15-1 | TERMINATE

No . . . . . -2 | CONTINUE

1b. In which age group are you? (READ LIST.)

18-24. . . . . 16-1

25-34. . . . . -2

35-49. . . . . -3

50-64. . . . . -4

65 and over. . . . . -5

CONTINUE UNLESS AGE QUOTA IS  
FILLED.

2a. Are there any children in this household who will be attending school (not college) in South Carolina this fall? (IF YES) How many children will that be?

Yes, children in school

One child. . . . . 17-1

Two children . . . . . -2

Three children . . . . . -3

Four children. . . . . -4

Five or more . . . . . -5

CONTINUE WITH 2b.

No children in school. . . . . -6

Other/Don't Know . . . . . -7

SKIP TO Q5.

2b. As of this coming semester, what grade will your child/children be in? Start with your oldest. (LIST BELOW.)

Oldest 2nd 3rd 4th 5th

Kindergarten. . . . . 18-1 19-1 20-1 21-1 22-1

Grade school (1-6). . . . . -2 -2 -2 -2 -2

Middle school (7-9). . . . . -3 -3 -3 -3 -3

High school (10-12). . . . . -4 -4 -4 -4 -4

Not sure. . . . . -5 -5 -5 -5 -5

3a. Now I would like to read you a series of school activities that parents can participate in. For each one I read, I'd like you to tell me if it was done in this household last year.

Done Not Done Not Sure

Attending School Board meetings. . . . . 23-1 -2 -3 . . . . . 33-1

Reviewing child's report card. . . . . 24-1 -2 -3 . . . . . 34-1

Meeting with teacher . . . . . 25-1 -2 -3 . . . . . 35-1

Meeting with principal . . . . . 26-1 -2 -3 . . . . . 36-1

Reviewing child's textbooks. . . . . 27-1 -2 -3 . . . . . 37-1

Discussing school assignments with child . . . . . 28-1 -2 -3 . . . . . 38-1

Attending school-sponsored meetings (open house, parents' night). . . . . 29-1 -2 -3 . . . . . 39-1

Attending school-sponsored events (athletic events, plays). . . . . 30-1 -2 -3 . . . . . 40-1

Attending PTA meetings. . . . . 31-1 -2 -3 . . . . . 41-1

Serving as a volunteer. . . . . 32-1 -2 -3 . . . . . 42-1

4. Does/do your child/children attend public school, or is it some other kind of school? (IF ANOTHER TYPE) What type of school is it?

Public school. . . . . 43-1

Other

Private/Parochial. . . . . -2

Other (specify) . . . . . -3

5. On the whole, would you say that you are very satisfied with the school system, fairly satisfied, not really satisfied, or dissatisfied with the school system?

Very. . . . . 44-1

Fairly. . . . . -2

Not really. . . . . -3

Dissatisfied. . . . . -4

Not sure. . . . . -5

6a. If you had a complaint about the public school, where would you take your complaint--to the teacher, to the principal, to the Superintendent, to the School Board, or to a public official?

Teacher. . . . . 45-1 School Board. . . . . -4

Principal. . . . . -2 Public official. . . . . -5

Superintendent . . . . . -3 Someone else (VOL) . . . . . -6

Not sure . . . . . -7

6b. How much attention do you feel this (person/group) would pay to your complaint--a lot, some, only a little, or none at all?

Lot. . . . . 46-1 Little. . . . . -3

Some . . . . . -2 None. . . . . -4

Not sure. . . . . -5

3b. (ASK ONLY FOR EACH ACTIVITY "DONE" IN 3a.) Now, for (READ ACTIVITY FROM 3a.) which member of the family did this--you, your spouse, both of you, or another family member? (RECORD BELOW.)

Respondent Spouse Both Other Not Sure

-2 -3 -4 -5

-2 -3 -4 -5

-2 -3 -4 -5

-2 -3 -4 -5

-2 -3 -4 -5

-2 -3 -4 -5

-2 -3 -4 -5

-2 -3 -4 -5

-2 -3 -4 -5

-2 -3 -4 -5

NOW ASK 4-6b.

**Hart Research Associates, Inc.**



## F9. What is your religious preference?

## Protestant

Baptist. . . . . 50-1 Catholic. . . . . -6  
 Methodist. . . . . -2 Other/None. . . . . -7  
 Presbyterian. . . . . -3  
 Episcopalian. . . . . -4  
 Other Protestant. . . . . -5

## F10. What type of work does the head of the household usually do? What is the job called?

Professional . . . . . 51-1  
 Executive, manager, proprietor . . . . . -2  
 Sales. . . . . -3  
 White collar, civil service. . . . . -4  
 Skilled labor. . . . . -5  
 Semi and unskilled labor . . . . . -6  
 Farm . . . . . -7  
 Military related job . . . . . -8  
 Retired. . . . . -9  
 Other (SPECIFY) . . . . . -0

## F11. Are you married, widowed, divorced or separated (and not remarried), or single?

Married. . . . . 52-1  
 Widowed. . . . . -2  
 Divorced/Separated . . . . . -3  
 Single . . . . . -4

## F12. Is the head of this household a man or a woman?

Man . . . . . 53-1 ASK F13.  
 Woman . . . . . -2 SKIP TO  
 Not sure. . . . . -3 F14.

## F13. (ASK ONLY IF HEAD OF HOUSEHOLD IS A MAN) Does the woman of the household have a paying job? (IF "YES") Does she work full-time or part-time?

No, doesn't work. . . . . 54-1  
 Yes, works  
 Full-time . . . . . -2  
 Part-time . . . . . -3

## F14. For statistical purposes only, we need to know your total family income for 1974. Will you please look at this card (HAND RESPONDENT SHOW CARD F) and tell me which letter best represents all the money the members of this household earned or received from salary, wages, or other sources--such as pensions, stocks and bonds, real estate and other investments--in 1974 before taxes?

A. Under \$5,000 . . . . . 55-1  
 B. \$5,000 to \$6,999 . . . . . -2  
 C. \$7,000 to \$9,999 . . . . . -3  
 D. \$10,000 to \$12,499 . . . . . -4  
 E. \$12,500 to \$14,999 . . . . . -5  
 F. \$15,000 to \$19,999 . . . . . -6  
 G. \$20,000 to \$24,999 . . . . . -7  
 H. \$25,000 and over . . . . . -8  
 I. Not sure/refused . . . . . -9

INTERVIEWER: If "NOT SURE" or "REFUSED" estimate and "X" the letter "I" PLUS the letter you estimate.

## F15. What is the last grade of school you completed?

	F15. Respondent	F16. Spouse
8th grade or less . . . . .	56-1	57-1
Some high school. . . . .	-2	-2
High school graduate. . . . .	-3	-3
Some college. . . . .	-4	-4
2-year college graduate . . . . .	-5	-5
4-year college graduate . . . . .	-6	-6
Postgraduate. . . . .	-7	-7

## F16. (ASK ONLY IF CURRENTLY MARRIED.) And what was the last grade your husband/wife completed? (RECORD ABOVE.)

## RECORD THE FOLLOWING - DO NOT ASK

## Racial Background

White. . . . . 58-1  
 Black. . . . . -2  
 Other (SPECIFY) . . . . . -3

## Sex

Male . . . . . 59-1  
 Female . . . . . -2

## Type of Community

Urban. . . . . 60-1  
 Suburban . . . . . -2  
 Small Town . . . . . -3  
 Rural/Farm . . . . . -4

OFFICE  
USE  
ONLY

## Length of Interview

15 minutes or less . . . . . 61-1  
 16 minutes to 30 minutes . . . . . -2  
 31 minutes to 45 minutes . . . . . -3  
 46 minutes to 1 hour . . . . . -4  
 1 hour 1 minute to 1 hour 15 minutes . . . . . -5  
 1 hour 16 minutes to 1 hour 30 minutes . . . . . -6  
 More than 1 hour 30 minutes. . . . . -7

## RESPONDENT'S NAME: (PLEASE PRINT)

Respondent's Address: \_\_\_\_\_

Zip Code: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

THIS IS A BONA FIDE INTERVIEW AND HAS BEEN OBTAINED  
 ACCORDING TO MY AGREEMENT WITH HART RESEARCH, INC.

Interviewer's Name: (PLEASE SIGN) \_\_\_\_\_

Interview No. \_\_\_\_\_ Interview Date: \_\_\_\_\_

Time of Interview (O'Clock, AM, PM) \_\_\_\_\_

Sample Point Number \_\_\_\_\_

Validated by \_\_\_\_\_ Date \_\_\_\_\_



7. When you think about the public schools, what would you say are the two or three major strengths--what are the things you like about the system? Anything else? (PROBE FULLY.)

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8. What are the two or three things you don't like so well about the public schools? What do you feel needs to be improved? Anything else? (PROBE FULLY.)

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9. For a moment, I would like you to suppose that you had two children; one of these two children went to public school for 12 years, and the other child just studied on its own and learned from just living. What do you think would be the differences between the two children? What advantages would the child who went to school have over the other child? Any other differences?

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- 10a. Some people say there are two primary aspects of going to school. One is the educational or learning process, in which a child learns about various subjects. The other part is the behavior process, in which a child learns respect for rules and for other people. Which of these aspects do you believe is more important?

10a.

10b.

Educational. . . . .	59-1	60-1
Behavior . . . . .	-2	-2
Both equal (VOL) . . . . .	-3	-3
Neither (VOL). . . . .	-4	-4
Not sure . . . . .	-5	-5

- 10b. Which one do you feel the schools around here do a better job with-- the educational process or the behavior process? (RECORD ABOVE.)

- 11a. Now I would like to give you descriptions of four different types of schools which place emphasis on different aspects of education. (HAND RESPONDENT SHOW CARD A.) Which of these schools would you most want a child of yours to attend?

11a. 1st Choice

11b. Best Describes

School #1. . . . .	61-1	62-1
School #2. . . . .	-2	-2
School #3. . . . .	-3	-3
School #4. . . . .	-4	-4
Not sure /none . . . . .	-5	-5

- 11b. Looking at the descriptions once again, which one do you think best describes the major emphasis of the schools here? (RECORD ABOVE.)

- 12a. As you may know, funding for the schools in this area comes from federal, state, and local sources. From your own knowledge, what percentage would you say comes from the local funds? (READ CHOICES; RECORD BELOW.)

- 12b. And what percentage comes from state sources? (READ CHOICES; RECORD BELOW.)

- 12c. And what percentage comes from federal sources? (READ CHOICES; RECORD BELOW.)

	12a. local	12b. State	12c. Federal
0-10%. . . . .	63-1	64-1	65-1
11-20% . . . . .	-2	-2	-2
21-30% . . . . .	-3	-3	-3
31-40% . . . . .	-4	-4	-4
41-50% . . . . .	-5	-5	-5
51-60% . . . . .	-6	-6	-6
61-70% . . . . .	-7	-7	-7
71-80% . . . . .	-8	-8	-8
81-90% . . . . .	-9	-9	-9
Over 90% . . . . .	-0	-0	-0
Don't know . . . . .	-X	-X	-X

- 12d. The actual amount of state funding is about 55 percent. Do you feel that this percentage of state funding is too much, about right, or too little?

Too much. . . . .	66-1
About right . . . . .	-2
Too little. . . . .	-3
Not sure. . . . .	-4

13. On the whole, how important do you feel it is that the schools should provide elementary and high school opportunities for adults who have not graduated from high school--very important, fairly important, or not especially important?

Very. . . . .	67-1
Fairly. . . . .	-2
Not especially. . . . .	-3
Not sure. . . . .	-4

30a. (ASK EVERYONE.) If someone were to ask you what two or three things the schools should attempt to improve on in the next five years, what would you recommend? Anything else? (PROBE; GET SPECIFIC ANSWERS.)

\_\_\_\_ 24  
\_\_\_\_ 25  
\_\_\_\_ 26

30b. Do you think that these changes will occur in the next five years?

Yes. . . . .	27-1	SKIP TO 31.
No . . . . .	-2	
Depends (VOL). . . . .	-3	ASK 30c.
Not sure . . . . .	-4	SKIP TO 31.

30c. Why not? (OR) What does it depend on? (PROBE.)

\_\_\_\_ 28  
\_\_\_\_ 29  
\_\_\_\_ 30

31. Thinking about the education received by students in this community, how much influence do (READ LIST) have--a great deal of influence, only some influence, or very little influence on the education in this community? (RECORD BELOW.)

	Great	Some	Little	Not Sure
Parents. . . . .	31-1	-2	-3	-4
Teachers . . . . .	32-1	-2	-3	-4
Principals . . . . .	33-1	-2	-3	-4
Superintendent . . . . .	34-1	-2	-3	-4
Local school board . . . . .	35-1	-2	-3	-4
State Board of Education . . . . .	36-1	-2	-3	-4
General Assembly . . . . .	37-1	-2	-3	-4
Governor . . . . .	38-1	2	-3	-4
Federal government . . . . .	39-1	-2	-3	-4
Courts . . . . .	40-1	-2	-3	-4

Finally, I need to ask you some questions for statistical purposes only.

F1. Did you go to public school in South Carolina?

Yes . . . . . 41-1 No . . . . . -2

F2. Do you have any children who did attend public school in South Carolina but have graduated, dropped out, or gone somewhere else?

Yes . . . . . 42-1 Not sure . . . . . -3  
No . . . . . -2

F3. Do you have any children who have dropped out of public school?

Yes . . . . . 43-1 Not sure . . . . . -3  
No . . . . . -2

F4a. Are there any children in this household who are not in public school now but will be attending public school within the next five years?

Yes . . . . . 44-1 No . . . . . -2

F4b. How long have you lived in South Carolina?

Under 5 years. . . . . 45-1  
5-10 years . . . . . -2  
10-15 years. . . . . -3  
15-20 years. . . . . -4  
Over 20 years. . . . . -5

F5. Do you regularly read the daily newspaper?

Read . . . . . 46-1  
Don't read . . . . . -2

F6. Do you regularly watch the local evening news on television?

Watch . . . . . 47-1  
Don't watch . . . . . -2

F7. Is anyone in this household receiving public assistance (food stamps, social security, welfare, etc.)?

Receiving. . . . . 48-1 Refused. . . . . -3  
Not receiving. . . . . -2

F8. Do you consider yourself to be liberal, progressive, middle of the road, conservative, or very conservative?

Liberal . . . . . 49-1  
Progressive . . . . . -2  
Middle of the road. . . . . -3  
Conservative. . . . . -4  
Very conservative . . . . . -5



- 14a. (HAND RESPONDENT SHOW CARD B.) Now I would like to show you a list of learning goals for students. For each goal, I'd like you to tell me if you feel it should receive major emphasis, some emphasis, or minor emphasis by the schools here. (READ LIST AND ASK:) Should this goal receive major emphasis, some emphasis, or minor emphasis?

	Major	14a. Some	Minor	Not Sure	(VOL) Not Appropriate	14b. Do Best	14c. Need Improvement
A. Understands mathematics for everyday problems. . . . .	9-1	-2	-3	-4	-5	31-1	33-1
B. Enjoys music and art in some capacity. . . . .	10-1	-2	-3	-4	-5	-2	-2
C. Listens to and appreciates others. . . . .	11-1	-2	-3	-4	-5	-3	-3
D. Is aware of the damage illicit drugs can do. . . . .	12-1	-2	-3	-4	-5	-4	-4
E. Is able to read and understand written material. . . . .	13-1	-2	-3	-4	-5	-5	-5
F. Respects America and the democratic form of government . . . . .	14-1	-2	-3	-4	-5	-6	-6
G. Develops career and occupational skills. . . . .	15-1	-2	-3	-4	-5	-7	-7
H. Communicates effectively . . . . .	16-1	-2	-3	-4	-5	-8	-8
I. Respects laws and the welfare of others. . . . .	17-1	-2	-3	-4	-5	-9	-9
J. Develops interest in and enjoys reading. . . . .	18-1	-2	-3	-4	-5	-0	-0
K. Helps and respects own family. . . . .	19-1	-2	-3	-4	-5	-X	-X
L. Recognizes contributions made by other civilizations	20-1	-2	-3	-4	-5	-R	-R
M. Expresses self adequately in writing . . . . .	21-1	-2	-3	-4	-5	32-1	34-1
N. Can speak a foreign language . . . . .	22-1	-2	-3	-4	-5	-2	-2
O. Recognizes own personal strengths and weaknesses . . . . .	23-1	-2	-3	-4	-5	-3	-3
P. Supports rights and freedoms of all individuals. . . . .	24-1	-2	-3	-4	-5	-4	-4
Q. Understands scientific principles. . . . .	25-1	-2	-3	-4	-5	-5	-5
R. Is prepared to enter college or technical or business school . . . . .	26-1	-2	-3	-4	-5	-6	-6
S. Gets along with others . . . . .	27-1	-2	-3	-4	-5	-7	-7
T. Knows right from wrong . . . . .	28-1	-2	-3	-4	-5	-8	-8
U. Learns how to deal with a changing world . . . . .	29-1	-2	-3	-4	-5	-9	-9
V. Develops a feeling of self-worth . . . . .	30-1	-2	-3	-4	-5	-0	-0
					None. . . . .	-X	-X
					Not sure. . . . .	-R	-R

14b. Which two or three of these goals do you feel the schools here do the best job of handling? (RECORD ABOVE.)

14c. On which of these goals do you feel the schools here are most in need of improvement? (RECORD ABOVE.)

15. Do you recall ever having heard of a Five-Year Plan for education adopted by the State Board of Education?

Heard of. . . . . 35-1 | ASK 16.  
Not heard of. . . . . -2 | SKIP TO 17.  
Not sure. . . . . -3

16. Can you think of any goals or objectives that have been set by the state in this plan? What are they?

36

37

17. (ASK EVERYONE.) People have different reasons for wanting their children to get an education. What are the chief reasons that come to your mind?

- 18a. Thinking about the life you have and where you are today, how important a part did your elementary and high school education play--was it very important, fairly important, a little important, or not important?

	18a. Respondent	18b. Children
Very. . . . .	40-1	41-1
Fairly. . . . .	-2	-2
Little. . . . .	-3	-3
Not important. . . . .	-4	-4
Not sure. . . . .	-5	-5
Doesn't apply (VOL) . . . . .	-6	-6

- 18b. Thinking about the kind of life you would like for your children, how important is elementary and high school education--very important, fairly important, of little importance, or not important at all? (RECORD ABOVE.)



19. When you think about the public school system in South Carolina, what would you say is the single biggest problem confronting it? (LIST PROBLEM AND ASK:) What do you think should be done to solve that problem?

PROBLEM:

SOLUTION:

42  
43  
44  
45

- 20a. Compared to when you went to school, do you think the education in the public schools in South Carolina today is better, about the same, or worse?

	20a. You Went	20b. Here	20c. Other States
Better . . . . .	46-1	47-1	48-1
Same . . . . .	-2	-2	-2
Worse . . . . .	-3	-3	-3
Not sure . . . . .	-4	-4	-4

- 20b. Compared to other public schools in the state, do you feel that the education here is better, about the same, or worse? (RECORD ABOVE.)

- 20c. Compared to public schools in other states, do you feel that the education here is better, about the same, or worse? (RECORD ABOVE.)

INSTRUCTION: IF THERE ARE NO SCHOOL CHILDREN IN HOUSEHOLD, SKIP TO 23a.

- 21a. (ASK ONLY IF THERE ARE SCHOOL CHILDREN IN HOUSEHOLD.) On the whole, would you say that your children enjoy school, or don't they particularly like it?

Like . . . . . 49-1 Depends (vol.) . . . . . -3  
Don't like . . . . . -2 Varies (some like, some don't) . . . . . -4

- 21b. Thinking about what you expected your child/children to get out of the public schools so far, would you say the public schools have exceeded your expectations, met your expectations, or fallen short?

Exceeded . . . . .	50-1	ASK 21c.
Met . . . . .	-2	
Fallen short . . . . .	-3	
Varies . . . . .	-4	
Not sure . . . . .	-5	SKIP TO 21d.

- 21c. Who deserves the (credit/blame) for this -- your child, the teacher, the school, or the whole system?

Child . . . . .	51-1	Everyone (vol.) . . . . .	-5
Teacher . . . . .	-2	Other . . . . .	-6
School . . . . .	-3	Not sure . . . . .	-7
Whole system . . . . .	-4		

- 21d. Although homework assignments vary, generally speaking, do you feel the schools give too much homework, about the right amount, or too little homework?

Too much . . . . . 52-1 Depends . . . . . -4  
About right . . . . . -2 Not sure . . . . . -5  
Too little . . . . . -3

- 21e. How good a job does the school do in letting you know how your child is progressing--excellent, above average, average, below average, or poor?

Excellent . . . . . 53-1 Below average . . . . . -4  
Above average . . . . . -2 Poor . . . . . -5  
Average . . . . . -3 Varies/not sure . . . . . -6

- 22a. Thinking ahead to the next five years, do you think the public schools in your community will become better, become worse, or stay about the same?

Better . . . . . 54-1  
Worse . . . . . -2  
About the same . . . . . -3  
Not sure . . . . . -4

- 22b. People have said that the schools should provide for the educational needs of all students. Do you feel that your school here is doing an above-average job, an average job, or a below-average job on meeting the needs of all students?

Above average . . . . . 55-1  
Average . . . . . -2  
Below average . . . . . -3  
Not sure . . . . . -4

- 22c. What area do you think the schools should pay more attention to in order to improve education?

56  
57  
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- 23a. (ASK EVERYONE.) On the whole, do you feel the school system is concerned with developing the skills and talents of each individual pupil, or do you think that the school system is concerned with providing a basic level of education geared in general to all students?

Individual . . . . . 59-1  
General level . . . . . -2  
Not sure . . . . . -3

- 23b. Overall, do you feel that the local board of education is very concerned, fairly concerned, or not especially concerned about parents' opinions in making decisions about the schools?

Very . . . . . 60-1  
Fairly . . . . . -2  
Not especially . . . . . -3  
Not sure . . . . . -4

- 23c. Do you feel that it is a good idea or a bad idea to choose members of the local Board of Education in elections?

Good idea . . . . . 61-1  
Bad idea . . . . . -2  
Not sure . . . . . -3

24a. (HAND RESPONDENT SHOW CARD C.) Here is a list of educational programs. Thinking now about your local elementary school, which two or three programs would you like the school to give more attention to? (ACCEPT NO MORE THAN THREE AND RECORD BELOW.)

	24a. Elementary	24b. High School
1. Teaching students the skills of reading and writing. . . . .	62-1	63-1
2. Teaching students how to solve problems and think for themselves. . . . .	-2	-2
3. Teaching students how to respect law and authority . . . . .	-3	-3
4. Teaching students how to get along with others . . . . .	-4	-4
5. Teaching students the skills of speaking and listening . . . . .	-5	-5
6. Teaching students vocational skills. . . . .	-6	-6
7. Teaching students about art, music, and drama. . . . .	-7	-7
8. Teaching students health and physical education. . . . .	-8	-8
9. Teaching students the skills of mathematics. . . . .	-9	-9
10. Teaching students about scientific principles. . . . .	-0	-0
11. Teaching students about the world of today and yesterday (that is, history, geography, and civics) . . . . .	-X	-X
None/Not sure . . . . .	-R	-R

24b. Thinking now about your junior high (middle school) and high schools, which two or three programs would you like them to give more attention to? (ACCEPT NO MORE THAN THREE AND RECORD ABOVE.)

25a. Suppose the local public school board said that it needed more money for the schools. Would you vote in favor of raising taxes for this purpose, or would you vote against raising taxes for this purpose?

Favor. . . . . 64-1 Not sure. . . . . -3  
Oppose . . . . . -2

25b. On the whole, do you feel that the money spent for education is mainly well utilized, or do you feel it is mainly wasted?

Well utilized. . . . . 65-1 Some of both (VOL) -3  
Wasted . . . . . -2 Not sure. . . . . -4

25c. Let us suppose that there was not enough state money to fund education, and that there had to be a 10 percent cutback. Do you feel that this would hurt the quality of education or would it just help to get rid of possible excess in the education budget?

Hurt quality. . . . . 66-1  
Cut excess. . . . . -2  
Some of both (VOL). . . . . -3  
Not sure. . . . . -4

26a. (HAND RESPONDENT SHOW CARD D.) Suppose your local school board were forced to cut some things from school costs because there was not enough money. For each suggested cut, tell me if you would tend to favor or oppose it. (READ LIST)

	Favor	Oppose	Not Sure	Last Cut
A. Reduce janitorial and maintenance services for school buildings	67-1	-2	-3	77-1
B. Reduce the number of administrative personnel. . . . .	68-1	-2	-3	-2
C. Reduce special services (speech and hearing therapy) . . . . .	69-1	-2	-3	-3
D. Stop building of new facilities. . . . .	70-1	-2	-3	-4
E. Stop purchasing new books. . . . .	71-1	-2	-3	-5
F. Reduce the number of teachers by increasing class size . . . . .	72-1	-2	-3	-6
G. Cut out after-school activities. . . . .	73-1	-2	-3	-7
H. Have schools run on a 12-month basis, with three-month vacations for students and one month for teachers. . . . .	74-1	-2	-3	-8
I. Reduce the number of subjects offered. . . . .	75-1	-2	-3	-9
J. Reduce the amount of supplies and materials teachers use in the classroom. . . . .	76-1	-2	-3	-0
			Not sure	-X

26b. Which one or two cuts would you oppose most and want to be cut last? (ACCEPT NO MORE THAN TWO AND RECORD AT RIGHT ABOVE.)



- 27a. Now I would like to ask you a few questions about the teachers in the public schools here. First of all, how well prepared are teachers for their jobs in your opinion--very well prepared, fairly well prepared, not really well prepared, or ill prepared?

Very well . . . . . 9 -1

Fairly well . . . . . -2

Not really well . . . . . -3

Ill prepared. . . . . -4

Not sure. . . . . -5

- 27b. When it comes to teaching the basic subjects, do you feel teachers today are better, about the same, or worse than five years ago?

27b. Teaching 27c. Discipline

Better. . . . . 10-1 11-1

Same. . . . . -2 -2

Worse . . . . . -3 -3

Not sure. . . . . -4 -4

- 27c. When it comes to keeping discipline in the classroom, do you feel teachers today do a better job, about the same, or a worse job than five years ago? (RECORD ABOVE.)

27d. Find out 27e. Accurate

Newspapers . . . . . 12-1 13-1

Radio. . . . . -2 -2

Television . . . . . -3 -3

Word of mouth. . . . . -4 -4

Other . . . . . -5 -5

Not sure . . . . . -6 -6

- 27e. When it comes to getting the most reliable news, which source do you find to be the most accurate? (RECORD ABOVE.)

- 27f. On the whole, would you say you know enough about what is happening in the school system, or would you like to know more?

Know enough . . . . . 14-1 SKIP TO 28a.

Want more . . . . . -2

Not sure. . . . . -3 ASK 27g.

- 27g. What are the kinds of things you would like to know more about? Anything else?

15

16

- 28a. When you chose this neighborhood to live in, how important was the consideration of what school your child would be attending--very important, fairly important, or not important?

Very important. . . . . 17-1

Fairly important. . . . . -2

Not important . . . . . -3

Not sure. . . . . -4

ASK 28b.

SKIP TO 28c.

- 28b. When it came to finding out how good the schools were in this neighborhood, to whom did you turn? Who helped you? (PROBE.)

18

19

- 28c. (ASK EVERYONE.) Here is a list of factors which people have mentioned as making a school system good. (HAND RESPONDENT SHOW CARD E.) Which two or three would you rely on in trying to determine how good a school was? (ACCEPT NO MORE THAN THREE.)

Most students going on to college. . . . . 20-1

High scores on standardized tests. . . . . -2

Good vocational courses. . . . . -3

Individualized attention . . . . . -4

Many older, experienced teachers . . . . . -5

Small classes. . . . . -6

Large local expenditures . . . . . -7

Strict discipline by school. . . . . -8

Concentration on basic subjects. . . . . -9

New classroom facilities . . . . . -0

Many younger teachers with latest ideas. . . . . -1

New experimental classes . . . . . -R

Special classes for slow learners. . . . . 21-1

Special classes for fast learners. . . . . -2

Career counseling. . . . . -3

Good school spirit . . . . . -4

Absence of racial problems . . . . . -5

Local pride in schools . . . . . -6

High grades. . . . . -7

Other (specify) . . . . . -8

None . . . . . -9

Not sure . . . . . -0

INSTRUCTION: IF THERE ARE NO SCHOOL CHILDREN IN THE HOUSEHOLD, SKIP TO Q30a.

- 29a. (ASK ONLY IF SCHOOL CHILDREN IN HOUSEHOLD.) How far would you like your child/children to go in school? (DO NOT READ CATEGORIES; MULTIPLE RECORD OK.)

29a. Would Like 29b. Actually Go

Elementary. . . . . 22-1 23-1

Some high school. . . . . -2 -2

High school graduate. . . . . -3 -3

Some college. . . . . -4 -4

College graduate. . . . . -5 -5

Postgraduate study. . . . . -6 -6

Don't know. . . . . -7 -7

- 29b. Realistically, how far do you think your child/children will go in school? (RECORD ABOVE; MULTIPLE RECORD OK.)